

**IMPROVING THE EIGHTH GRADE STUDENTS' READING SKILL
THROUGH SQ3R TECHNIQUE IN SMPN 1 JOGONALAN IN THE
ACADEMIC YEAR OF 2013/2014**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for the Attainment of
The Degree of *Sarjana Pendidikan* in English Language Education**



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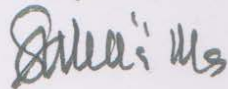
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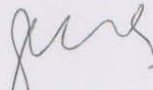
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“Mottos”

In every difficulty, there is easiness.

- ***Al-Insyirah: 5***

I can't understand why people are frightened by new ideas, I'm frightened by old ones.

- ***John Cage***

DECLARATION

Yang bertanda tangan di bawah ini, saya:

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 16 Mei 2014

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Alhamdulillah, may praise be to Allah SWT, the Almighty for the mercy and strength and also for the blessing and for leading me to finish this thesis. Invocation and peace go to Muhammad SAW, the Prophet, his family and his disciples. May Allah bless them and give them peace.

Firstly, I would like to acknowledge my first and second supervisors Suhaini M. Saleh, M.A. and Ella Wulandari, M.A., for the motivation, enthusiasm, and immense knowledge. I could not have imagined having better supervisors for my study.

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Last but not least, my greatest appreciation goes to Amy Firstyani who always gives a great support in all my life in this city, and for all of the happiness we have together.

Finally, I expect that my thesis contributes to the advancement the English teaching and learning process in the school. However, I realize that this thesis writing is far from being perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, May 16th, 2014

Adhitiya Rachman P.

DEDICATIONS

I DEDICATE THIS THESIS TO:

My beloved parents, Mr. Sutiyo and Mrs. Prasetyowati for
their long lasting love and kindness.

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ABSTRACT

The objective of this research is to improve the eighth grade students' reading skill in SMPN 1 Jogonalan through SQ3R technique (Survey, Question, Read, Recite, Review) in the academic year of 2013/2014.

The research was action research. The subject of the research was the students of VIII-B class. The English teacher, the researcher, and the students of VIII-B class were the team members of the research. The data were obtained through observations and interviews with the students and the collaborators. The data were in the forms of field notes and interview transcripts. To support qualitative data, quantitative data were obtained from the pre-test and the post-test scores. The actions implemented in this research were applying the SQ3R technique in reading activity to improve students' reading skill. There were some steps in applying the SQ3R technique, they are; surveying, survey the text to get an overview from the text; questioning, make questions what students wish to get out of the text; reading, read the whole text to find out the answers to the previously formulated questions; reciting, make a recitation in the students' own words in the form of written text and perform it in front of the class; and reviewing, review what they read to clarify the information collected from the text. The text used in the teaching and learning process of reading was about recount text. The research was conducted in two cycles. Every cycle consisted of some steps, those were reconnaissance, planning, acting and observing, and reflection.

The result shows that the implementation of the SQ3R technique in this study is successful to improve the students' reading skill. The indicators of the success of the implementation were that: 1) by being able to recite the text, the students showed good comprehension about the text of the given topic, 2) by answering questions from the researcher the students showed good motivation in reading activity, 3) the students were able to practice reading through various given topics. Looking at the scores, it was found that the students' reading skill is improved by implementing the SQ3R technique. There was a significant improvement between the mean of pre-test (56) and that of post-test (70).

CHAPTER I

INTRODUCTION

A. Background of The Problem

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English holds the key as international language. English is a tool of communication among people in the world to deal with trading, social-cultural, science, and technology purposes. Moreover, English competence is important for career development. Therefore students need to acquire English to improve their confidence to face global competition.

To fulfill the students' need, the government determines English as a compulsory subject which is taught in junior and senior high school in Indonesia. However, there are some qualifications required in teaching English. Teachers should provide appropriate materials and activities for the students. Moreover, they also need to think about the appropriate techniques to teach their students.

Furthermore, to acquire English successfully, students have to master four language skills. Those are reading and listening as the receptive skills and writing and speaking as the productive skills. The receptive and productive skills are connected to each other. For example, to have a good writing skill, students need to develop their reading skill first.

As a receptive skill, reading is one of the important skills in English. Reading plays a role in understanding any written texts in order to get some information from the texts. Students need to have a good reading skill because they have to understand what they read. A good reading skill will lead them into a good understanding of the content of the texts such as, passages, articles, or even books written in English.

Unfortunately, many students had low skills in reading. They still found many difficulties in reading. Based on the preliminary observation in VIII-B class of SMPN 1 Jogonalan the researcher noticed that in teaching learning process, the teacher only asked the students to read the texts, find the meaning of difficult words and answer the questions related to the texts. Most of the students only kept silent when the teacher asked them to make a class discussion. The teacher never asked them to encourage their reading skill by themselves and to be more active to speak their mind about the texts. The researcher found that it was difficult for the students to understand the content of the texts and to get any information from the texts clearly by themselves.

Considering the facts above, a step forward to enhance the eighth grade students of SMPN 1 Jogonalan is needed. The researcher believes that one of the effective ways is by using SQ3R technique to improve their reading skill that will help students to solve their reading problems through the well organized reading process, guidelines, and also feedback. It will make their reading process easier and make them able to comprehend the text well.

B. Identification of The Problem

Based on the classroom observation and the interview with the English teacher of SMP 1 Jogonalan, the researcher discovered some problems of the students' low achievement in reading skills. The problems were related to the teacher, students, the materials, and the teaching method.

The first problem came from the teacher. The teacher did not use an innovative technique in teaching that made the teaching learning process teacher centered. It made the students not motivated to learn English well and also to improve their reading comprehension by themselves.

The second problem was concerned with the students. They were unable to comprehend what they read and to answer the question asked by the teacher after reading the material. Based on the interview, some students said that reading is not interesting for them. The students usually felt that reading was difficult and they easily gave up as they found a new or difficult word in English.

The third problem in the teaching of reading was related to learning materials. During the interview with the English teacher, she said that there was no specific material for reading. She only took some texts from the textbook then asked the students to read those. The teacher said that it was difficult to get the appropriate materials for reading.

Another problem in the teaching of reading was related to the teaching method. It was the traditional method used by the teacher in the teaching of reading. The teacher asked the students to read some text then answer some questions

according to the text. This method was not effective because it was boring. The students could not improve their reading skill effectively through this method.

C. Delimitation of the Problem

According to the background of the study and identification of the problems, the researcher and the teacher focus on the implementation of SQ3R technique to solve the problems. The reason for the limitation is that the technique can be a crucial case in students' reading skill. Furthermore, SQ3R technique is seen as an effective technique to improve students' reading skill. It also has not ever been used by the English teachers of SMP N 1 Jogonalan as a technique in teaching reading.

D. Formulation of the Problem

Based on the background of the study above as well as the identification of the problem, the problems were formulated as follows:

1. How is the SQ3R technique implemented to improve students' reading skill?
2. Can the use of SQ3R technique improve students' reading skill?

E. The Objective of the Study

There are two objectives that can be acquired from this study as presented below:

1. to describe an effective technique in improving students' reading skill by using SQ3R technique, and
2. to help the students solve their reading problems by using SQ3R technique.

F. Significances of the study

There are some expected advantages that can be acquired from this study as presented below:

1. For the English teachers; to demonstrate to English teachers to solve students' problems by improving students' skill through an appropriate technique, and
2. For the students; to give some contribution to students to improve their reading skills.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

This chapter presents literature review related to the teaching of reading skill and also conceptual framework of the research. Theoretical review is divided into three sub headings; English teaching and learning, reading, and the SQ3R technique.

1. English Teaching and Learning

This chapter describes important matters concerning in English teaching and learning. There are two sub headings; the nature of English teaching learning and teaching reading skill.

a. The Nature of English Teaching and Learning

There are some definitions of teaching and learning. Brown (2000: 7) states that teaching is guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand. Meanwhile, Vygotsky in Feez (2002: 26) states that learning is collaboration between teacher and students with the teacher taking on an authoritative role similar to that of an expert supporting an

apprentice. Teaching is making students able to learn, giving the instruction to do the task, or setting the teaching learning process to make the students get to learn.

From the statements above, the term teaching – learning consists of two words “teaching and learning” which are inseparable things. Teaching and learning support each other and both are interconnected. In the field of teaching and learning language, Vygotsky in Feez (2002: 26) states that if a teacher supports the students so that they move through the zone of proximal development to their potential level performance, real learning and progress is possible. It is clear that teaching is guiding, facilitating, setting things up, enabling, and giving opportunities for learning. Without the teaching, learning cannot stand by itself and learning needs a setting of a language especially English as a foreign language.

According to SKKD for SMP in Indonesia, English is a tool in communication both spoken and written. To communicate is to understand and to express the information, the mind, the feeling, and the development of science and technology, and culture by using that language. The communication ability to understand and to produce oral or written texts, which are realized into four language skills; listening, speaking, reading, and writing. It is the four language skills, which are used to perceive or to produce a discourse in society.

b. Teaching Reading to Junior High School Students

According to Brown (2000: 7), teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. Similarly, Kimble

and Garmezy in Brown (2000: 7) define teaching as an act of showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

In his further explanation, Brown (2000: 7) breaks down the definition of learning into some components, they are:

- 1) Learning is acquisition or getting
- 2) Learning is retention of information or skill
- 3) Retention implies storage systems, memory, and cognitive organization.
- 4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- 5) Learning is relatively permanent, but subject to forgetting
- 6) Learning involves some form of practice, perhaps reinforced practice
- 7) Learning is a change in behavior.

Related to the eighth grade students of Junior High School, they study three kinds of genres in reading. There are, descriptive, recount, and narrative. Students have to comprehend those genres in order to access some knowledge from their environment. Therefore, the process of teaching reading should facilitate students to comprehend those genres well.

2. Reading

a. The Nature of Reading

Reading is interrelated with the total educational process so that

educational success requires successful reading. Experience has taught us that those who fail in school usually have failed first in reading, so reading is very important in teaching and learning process. According to Spratt, Pulverness and Williams (2005: 21), reading is one of the four language skills: reading, writing, listening and speaking. In addition, Brown (2004: 189) states that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of the reading process to finally reach their understanding about the meaning of the text they read. It implies that the readers' understanding about the text is the result of interaction between their thought and the meaning of the text they read.

In line with Brown, Celce-Murcia (2001: 154) views reading as an interactive process. It involves a text, a reader, and a social context in which the reading process occurs. This implies that the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading influence reader's interpretation about the text.

Silberstein (1994: 12) adds that reading is a complex information processing skills in which the reader interacts with text in order to re-create meaningful discourse. The goal of reading program is to develop fluent, independent readers who set their own goals and strategies of reading. Another definition of reading is stated by Nunan (2003: 68). He states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

b. Reading Skills

Reading is not easy as people thought. There are two elements which should be mastered to be a good reader. Brown (2004: 187-188) explicates that reading skills consist of two big elements, there are microskills and macroskills. The microskills are presented below.

1. Discriminating among the distinctive graphemes and orthographic patterns of English.
2. Retaining chunks of language of different length in short-term memory.
3. Processing writing at an efficient rate of speed to suit the purpose.
4. Recognizing a core of words, and interpreting word order patterns and their significance.
5. Recognizing grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
6. Recognizing that a particular meaning may be expressed in different grammatical forms.
7. Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile, the macroskills include: recognizing the rhetorical forms of written discourse and their significance for interpretation, recognizing the communicative functions of written texts according to form and purpose, inferring context that is not explicit by using background knowledge, distinguishing between

literal and implied meanings, detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata, etc.

Grellet (2003: 8) cites that reading involves guessing, predicting, checking, and asking oneself questions. The questions later will lead the reading to a greater discussion, and reflection according to the text.

Another explanation comes from Spratt, Pulverness, and Williams (2005: 21) that reading has four sub skills usually used in reading. They are presented in details below.

- 1) Scanning

Scanning is also known as reading for specific information. This sub skill can be used to find any specific information in a text. For example, to look for a number in a telephone directory

- 2) Skimming

Skimming is also called reading for gist or reading quickly through a text to get a general idea of what it is about. For example, to look quickly through books in a bookstore to decide which one to be bought.

- 3) Reading for detail

This sub skill is used to get the meaning of every word in a text.

- 4) Extensive reading.

This sub skill involves reading long pieces of text.

5) Intensive reading

This sub skill involves reading in detail with specific learning aims and tasks

c. Reading Processes

Understanding the process of reading means understanding models of how words are recognized and how long they are kept in working memory (Nunan, 2003:70). The models of reading process can be divided into three categories (Nunan, 2003:70-73). Those categories are:

1) Bottom-up model

The first category is called bottom-up model. The bottom-up model typically consists of lower-level reading process. In this model, readers begin with the identification of letters. The information gained is passed to a decoder, which converts the string of letters into a string of systematic phonemes. This string is then passed and recognized as a word. This model assumes that readers proceed by moving their eyes from the left to right, first taking in letters, combining these to form words, then combining the words to form phrases, clauses and sentences of text.

2) Top-down model

The second category is called top-down model. The top-down model, readers draw upon their knowledge of the world and the structure of the

sentences to analyze a text. In this model, the readers are seen as bringing hypotheses to bear on the text, and using text data to confirm or deny the hypotheses.

3) Interactive model

The first category is called interactive model. The interactive model of reading combines elements of both bottom-up and top-down models, assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources. While reading, readers can apply bottom-up process by recognizing the new vocabulary and the new pattern they have not got before. By doing this, readers are expected to be able to get information from text. Meanwhile, readers also apply top-down process by predicting what the content of the text is about and the continuation of the text.

3. SQ3R Technique

a. The Nature of SQ3R Technique

This strategy was used by Francis P. Robinson of Ohio State University (F. P. Robinson, 1946) to test adults in U. S. Army Specialized training programs. And in 1961, Robinson started to introduce and use this strategy in general school.

Brown (2001: 315) defines SQ3R technique as one effective series of technique for approaching a reading text. SQ3R technique consists of the following five steps: (1) Survey: skim the text for an overview of main ideas, (2) Question: the reader asks question about what he or she wishes to get out of the text, (3) Read: read

the text while looking for answers to the previously formulated questions, (4) Recite: reprocess the silent points of the text through oral and written language, (5) Review: assess the importance of what one has just read and incorporate it into long-term associations.

Robinson (1970) in Feldt and Hensley (2009: 584) explains more about the SQ3R technique. Briefly, in the *survey* step, the main headings, the students survey the chapter heading and subheading to construct mentally an outline of the chapter or text. In the *question* step, the students again look at the main headings. These headings are used to formulate question to be answered in the next step, *read*. The step has the main purpose of finding answers to the questions formed in the question step. The *recite* step has the students literally reciting the answers aloud to the questions. At this point the students should concern the quality of the answer, for example, whether the author provide answers that satisfy the questions. The last step, *review* is done from memory, with the entire or selection being reviewed in survey fashion.

From the definitions, SQ3R technique is able to extract the maximum amount of benefit from the readers reading time. It also helps reader to organize the structure of a subject in reader's mind. It also helps reader to set study goals and to separate important information from irrelevant one.

b. Benefits of SQ3R Technique

According to Feldt and Hensley (2009: 584), SQ3R is a useful technique to engage any written information fully from a text. It helps readers to create a good mental framework of a text, to set reading goals, and to fix information in the readers' mind. The primary benefit of SQ3R is that it enables the reader to determine the organization of text material and the need for intelligent selection of information while reading.

In line with Feldt and Helsey, Huber (2004: 108) states that the SQ3R technique helps the students to read independently and develop their comprehension skills such as determining main ideas, self questioning, summarizing, note-taking and setting reading goals or purposes.

Another benefit of implementing the SQ3R technique is that using SQ3R technique is worthwhile in terms of time and effort (Caverly, Orlando, & Mullen, 2000: 105-147). It is designed to help students to get an overview of the text, analyze the topic before they read, and ask question based on their curiosity to the topic, and select the important information in periodic review. Students become more active participants in reading the text. This technique also allows the students to get the better and faster performance on the exams.

c. SQ3R Technique Application

As a technique, SQ3R technique has an implementation guide. In order to make this technique appropriate for junior high school curriculum, the researcher tried to modify this technique based on the original technique as follows:

No.	Steps in SQ3R	Functions	Activities done
1.	Survey	Gathering the necessary information to focus and formulate goals.	Before reading a text, the students have to survey the chapter: <ul style="list-style-type: none"> - the title, headings, and subheadings - captions under pictures, charts, graphs or maps - review questions or teacher-made study guides - introductory and concluding paragraphs - summary
2.	Question	Helping the students' mind engage and concentrate.	When surveying the students should: <ul style="list-style-type: none"> - Turn the title, headings, and/or subheadings into questions - Read questions at the end of the chapters or after each subheading - Ask their self, "What did my instructor say about this chapter or subject when it was assigned?" - Ask "What do I already know about this subject?"
3.	Read	Filling in the information around the mental structures have been building.	<ul style="list-style-type: none"> - Look for answers to the questions first raised - Answer questions at the beginning or end of

			chapters or study guides - Reread captions under pictures, graphs, etc. - Note all the underlined, italicized, bold printed words or phrases - Study graphic aids - Reduce the speed for difficult passages - Stop and reread parts which are not clear - Read only a section at a time and recite after each section
4.	Recite	Retraining students' mind to concentrate and learn as it reads.	- Orally recite about what have just read, or summarize, in students' own words, what they read - Take notes from the text but write the information in students' own words - Underline or highlight important points that the students just read
5.	Review	Refining mental organization and begin building memory	- Review the whole text to re-check the information obtained

(Sources: <http://www.ucc.vt.edu> and <http://www.studygs.net>)

B. Related Studies

The previous studies conducted by some researchers showed that the use of SQ3R technique could improve the students reading comprehension ability. The students were more motivated to read the English text by implementing each steps. Taslidere & Eryilmaz (2010) explain that a technique variation can offer students

more learning motivation, enhance students' motivation, and encourage greater interaction between teachers and students. Robinson (2000) states that the SQ3R technique is very attractive medium in developing learners' comprehension ability. It can improve students' motivation and engagement in reading

B. Conceptual Frameworks

The concepts of using SQ3R technique to improve students' reading skill have been explored in the previous section. In this section, a conceptual framework derived from those concepts will be presented.

Mastering reading is considered important by many people because it has a tight relation to knowledge and information that people get through reading books or texts. Although the students have got the English since they were in elementary school, they still face many problems in learning the English, particularly in comprehending texts. The students still find difficulties in reading, because they do not use the effective technique in reading. They do not have motivation to improve their reading skill by themselves. Moreover, the teaching method (teacher centered) makes the students are too afraid of asking and only obey the teacher's order without understanding the teacher's aims.

To those problems above, the researcher applied SQ3R technique to improve students' reading skill regarding to its benefits and characteristics. According to Feldt and Hensley (2009: 584), SQ3R is a useful technique to engage any written information fully from a text. By using the SQ3R technique, students can create a

good mental framework of a text, set their reading goals or purposes, and fix information in their mind. They can also determine the organization of text material and the need for intelligent selection of information while reading. It is found that the students have a better understanding to a text they read. By having a better understanding, there is an improvement in their confidence in answering any questions either from the teacher or questions of an exam or test. Moreover, SQ3R technique is a reading technique that can help the students to read independently without any help from the teacher (Huber 2004: 108). It makes the students become more independent in reading activity. The steps in SQ3R technique require the students to be more independent in reading activity from its first up to the last steps. It is also found that students' motivation is improved when they read independently. Through the independent reading activity, students are motivated to be independent readers like the other students who are already being independent readers in reading activity.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is categorized into action research. This study aims at improving students' reading skill through Survey, Question, Read, Recite and Review (SQ3R) technique in SMPN 1 Jogonalan. In conducting this action research, the researcher worked together with the English teacher and his friend as his collaborators in finding the problems related to the students' reading skill, planning the solution, implementing the action, evaluating and reflecting the effectiveness of the action (Burns, 2010:9). The action research process can be drawn in the scheme below.

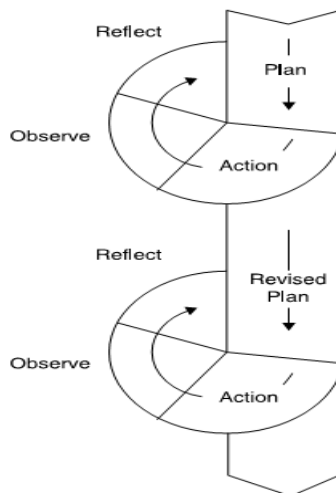


Figure 1 Cyclical AR model based Kemmis and Mc Taggart (1988).

B. Setting of The Research

The research was conducted in SMPN 1 Jogonalan. It is located on Plawikan, Jogonalan, Klaten. The location is convenient because it is near the main road so that the students could get to the school easily. SMPN 1 Jogonalan has 27 classrooms which consist of 30-35 students for each classroom. The time allocation for the English teaching and learning processes in SMPN 1 Jogonalan is 2 x 45 minutes, twice a week.

The research was carried out during the English teaching-learning at SMPN 1 Jogonalan in the first semester in the academic year of 2013/2014. It was implemented on 14th of November, 2013 – 2nd of December 2013. In conducting the actions, the researcher was following the school schedule in which the English subject was taught twice a week. The duration was 90 minutes for every session.

C. Subject of the Research

The subjects of the research were the students of VIII-B class of SMPN 1 Jogonalan, the researcher, research collaborator and the English teacher. The class consisted of 18 male and 17 female students. The researcher chose VIII-B class as the subjects of the research because the English teacher said that VIII-B class students have the lowest score average among the VIII classes of SMPN 1 Jogonalan.

D. Instrument of the Research

The instruments for collecting the data in this study were a test instrument and a non-test instrument. The test instruments included pre-test and post test and the non-test instruments included an observation guide and interview guide. The data obtained with the test instrument were in the form of numeric data. The scores in the pre-test and post test, were obtained through reading assessment. Reading assessment was used to get the information about the students' reading skill before and after the actions implementation.

Meanwhile, the data of the non-test instrument were in the form of field notes and interview transcripts of the teaching and learning processes. Observation guide was used to find out the existing problem related to the students' reading ability. Interview guide was used to guide the researcher in conducting interviews with the English teacher and the students.

E. Data Collection

The data were collected step by step. First, the researcher did the observation during the English class and the result was made in the form of field notes. Observation was necessary for knowing the current condition. In the beginning of the cycle, when the action had not been implemented, he collected the data in the form of the students' reading scores and there were two scores from the researcher and the teacher. To complete the data, depth interview with both students and teacher was conducted by the researcher before the action of cycle one, in the reflection and after

the action was finished. Here, the interview transcripts were used to give clear description about the students' responses, the students' behaviors, and the collaborator's responses about the class activities during the actions. In the last step, post-test, the data gained were the students' reading scores which were different from the pre-test. Meanwhile, during the implementation of the actions, the researcher always did observation by producing field notes in every meeting. After all data had been collected, they were analyzed in order to find the successful and unsuccessful result of the actions and to make the conclusion of the research.

F. Data Analysis

The data were obtained from the action conducted in the field. Firstly, the researcher collected all the data such as interview transcripts, field notes and photographs of the teaching and learning processes. The second step was data reduction. In this step, the researcher chose, determined the focus, simplified, summarized and changed the form of the data that was in the field. The third step was classification in which the researcher classified all the data that had passed the data reduction process.

The result of the students' scores was analyzed by using Excel program to find out the mean of the students' scores. Then, the researcher determined whether there was any improvement on the students reading skill or not based on the mean of the test scores. In analyzing the data, the researcher held a discussion with the English

teacher as the collaborator. It was used to see the data from different point of views and to avoid subjectivity in analyzing data and to get trustworthiness.

G. Data Validity and Reliability

According to Burns in Madya (2006: 37-45), there are five validity criteria that can ensure data validity of action research. The five validity criteria are: (1) democratic validity, (2) outcome validity, (3) process validity, (4) catalytic validity and, (5) dialogic validity.

1. Democratic Validity

Burns in Madya (2006: 38), states that democratic validity was related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher interviewed the stakeholders of SMPN 1 Jogonalan (teachers, students, and school administrators). In the interview, the stakeholders were given chances to express their ideas, opinion and attitudes toward the problems faced, then the focus is to look for the solution of the problems. The interview was conducted during the research.

2. Outcome Validity

Outcome validity was related to the outcome achieved by the researcher. The achievement of the outcome involved not only solving problem but also appearing new questions in the related research (Madya 2006: 40). To get the outcome validity, the researcher put back the problems at the VIII grade students of SMPN 1 Jogonalan

in a scheme in order to make new questions. The researcher did this when the researcher did the reflection in the end of the action.

3. Process Validity

Process validity meant that actions that were done in the research were believable (Madya 2006: 40). To get the process validity, the researcher collected the data by doing observation, and noted during the research process. The researcher noted/recorded anything happened in the teaching learning process of the VIII-B students at SMPN 1 Jogonalan. It meant that during the process, the researcher observed the participants of the research which were the students of VIII-B class. The researcher focused only on anything that could be caught by the researcher's senses.

4. Catalytic Validity

The catalytic validity was related to how the stakeholders respond to the changes occurring to themselves (Burns, in Madya 2006: 43). It is a category of validity researcher uses to evaluate whether the research intended to spur social change accomplishes its objectives. The researcher got the catalytic validity through those 2 cycles of the observation, action plans, implementation, and reflection that were done at the eighth grade students of SMPN 1 Jogonalan.

5. Dialogic Validity

Dialogic validity means that the stakeholders could participate in the process of the research (Burns, in Madya 2006: 44). To get the dialogic validity, the researcher worked collaboratively with the teacher in action research. It means having

dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue.

Furthermore, Burns (1999: 164) proposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. This research has time triangulation because the data of the research were collected over a period of time in order to identify the factors that were involved in the change process. Then, to get the investigator triangulation, the researcher asked another researcher team member to help the researcher in the reflection steps so that it could avoid biased interpretation. Also, this research has theoretical triangulation since the data were analysed from more than one perspective.

In addition, in order to ensure the reliability, the researcher used the scores of students' reading tests, interview transcripts and field notes to get the same results. To obtain the data about teaching and learning processes, the researcher interviewed the collaborator, observed the teaching and learning processes, and interviewed the students who have just followed the lesson. Moreover, the reliability of the data was gained by giving the genuine data, such as the students' reading scores, field notes and interview transcripts.

H. Research Procedure

The research belonging to action research used Kemmis and McTaggart's model with some modification. There are four steps in doing action research in nature and will be presented as follow

1. Reconnaissance

In this step, the researcher tried to find out the obstacles and weaknesses of reading skill possessed by the students in SMPN 1 Jogonalan. The researcher firstly gathered the information related to the reading skill with the English teacher by doing an interview. Therefore, the researcher also observed teaching and learning process in VIII-B class of SMPN 1 Jogonalan. To complete the data in carrying out the reading problems, some students were also interviewed. As a result, it was known that there were no meaningful activities in reading session so that the students got less chance in practice their reading skills. After doing interview and observation, the problems were identified. Then the researcher and the English teacher together discussed the plan to implement the actions.

2. Planning

After doing observation and interview, the researcher and the English teacher made a plan to conduct the feasible actions that will be implemented. The planning covered the identified problem based on the result of observation and interview. The purpose of the actions was to improve students' reading skill of VIII-B class of SMPN 1 Jogonalan through SQ3R technique.

3. Acting and Observing

The action was conducted by the researcher while the English teacher observed the process. The researcher implemented SQ3R in solving students'

problem in reading with certain basic of comprehending the texts. The research collaborator captured some pictures during the actions and also observed all emerging activities in the classroom. To make the class conducive, the research collaborator assisted the researcher in handling the class. The changes and obstacles of the students' involvement were written in the field notes with the result to be evaluated in the next step. The actions would be implemented with some modification after looking at the result of the first cycle. Any document recorded guided the researcher to do the next step.

4. Reflection

Based on the observation, the researcher and collaborator made a reflection of the implementation of the action. The reflection was conducted by interviewing the students and the collaborator about their responses to the actions. The reflection was useful to show the effectiveness of the action conducted in the teaching and learning processes. At the end of the actions, the researcher and the collaborator discussed the results of the implementation of the actions and the problems occurring during the actions that seemed ineffective. The collaborator gave contribution to the reflection on the action that was taken. It was aimed to find out whether the actions were successful or not. The successful actions were used and reapplied in the next cycle, but those which were unsuccessful would be changed or improved into the suitable one.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Procedure

In this research, some procedures were conducted to solve the problem. Those were planning, action, observation, and reflection. In the planning phase, some steps were conducted to determine the problems. First, the English teacher was interviewed to find the problem in the teaching and learning process. It was done to get the most suitable class to conduct the research. Second, the observation was done in the VIII-B class of SMPN 1 Jogonalan. Third, the English teacher and the students were interviewed to confirm the data gained from the observation. After that, the researcher planned the actions that might be implemented to overcome the problems.

In the action phase, SQ3R was applied in the teaching and learning process of reading. During the implementation, the researcher, the English teacher, and the collaborator observed the condition of the teaching and learning process. It was done to know the students' responses and the impact of the actions. The actions were conducted to know the students' responses and the impact of the actions. The actions were conducted in two cycles for two meetings in each cycle. In the last phase, reflections were done in each meeting and each cycle. They were conducted to evaluate the actions and to solve the other problems during the actions.

1. Identification of the Field Problems

Identification of the field problems was done after conducting observation and interviewing both English teacher and some students of class VIII-B of SMPN 1Jogonalanfor one and a half hours on Wednesday October 30th 2013. The situation and condition of the teaching and learning process is described in the following field note below.

Vignette I
October 31st, 2013
R : Researcher
ET: English Teacher
Ss : Students
C : Collaborator

After ET entered the class and introduced R and C to the students in the class of VIII-B, R sat behind observing the teaching and learning process on that day. ET started to begin the lesson by saying a prayer and greeting the students. Then, ET asked the students to check the difficult words on their last homework, which was a recount text. Then, ET discussed the difficult words and translated it before discussing the content of the text and the questions related to it. After discussing the difficult words, ET started to discuss the content of the text. When ET finished discussing the text, she chose some of the students to write their answers of the questions on the whiteboard. Then, after all of the chosen students write their answers, she discussed the answers one by one. Lastly, before finishing the lesson, ET asked whether there was any question from the students or not. Because of no question asked by the students, ET finished the lesson by having a praying. Bahasa Indonesia and English were used by ET during the English classroom.

After conducting observations in the class, the researcher interviewed some students and then had a discussion with the English teacher. Based on the observations, interviews and discussion, the researcher and the English teacher identified some problems that occurred in the English teaching and learning process.

The field problems arising during the teaching and learning process could be seen in the list table below

Table 1: The Problems Related to the Process of Teaching Reading

No.	Problems	Code
1.	Some students were passive in reading activity.	S
2.	Some students had low motivation in reading.	S
3.	Some students found difficulties to comprehend the text.	S
4.	Some students did not pay attention to the lesson.	S
5.	Some students encountered difficulties in understanding the meaning of some difficult words.	S
6.	Some students tended to be lazy to read English texts when the teacher asked them.	S
7.	Teacher sometimes used uninteresting materials	T
8.	Teaching reading mainly focused on translating and testing.	M
9.	The class was teacher-centered.	M
10.	There was low interaction among students and the English teacher.	M
S = Students T = Teacher M = Method		

Having formulated the problems above, the researcher had a discussion with the English teacher. They discussed the problems in VIII-B class that might be solved. By considering the time, funds, and energy, the researcher and the English teacher decided to solve four of the problems in the teaching and learning process of reading. Those problems were as follows:

- a. The students could not comprehend texts fully.
- b. The students found difficulty in finding the main idea and the details of information.
- c. The students were passive in reading activity.
- d. The students had low motivation in learning.

2. Determining the actions to solve the problems

After the researcher and English teacher identified and discussed the most important problems needed to solve, the researcher and English teacher agreed that those problems were related to reading activity. Then the researcher and English teacher determined the appropriate technique to improve the students' reading skill through SQ3R technique. The researcher narrowed down the identified problem in the table below.

Table 2: The Urgent Problems Related to the Process of Teaching Reading.

No.	Problems
1.	Some students were passive in reading activity.
2.	Some students had low motivation in Reading.
3.	Some students found difficulties to comprehend the text.
4.	Some students found difficulties in understanding the meaning of some
5.	difficult words.
6.	Teacher did not use innovative technique in reading.
7.	There was low interaction between the students and the English teacher.

B. Implementation of Cycle 1

1. Planning

Considering the problems identified above, the researcher and the collaborator planned some actions as the efforts to solve the problems. The efforts were focused on implementing SQ3R technique to improve students' reading skill. Those were described as follows:

- a. Planning to make lesson plans. The material was about recount text.

- b. Planning to give an example of a recount text, and then explain about the recount text, and the generic structure of a recount text.
- c. Planning to teach the students how to comprehend the recount text in an effective way by introducing SQ3R technique.
- d. Planning to make the students understand the recount texts by practicing the use of SQ3R technique in comprehending some texts given to them.
- e. Planning to ask the students first to do surveying and then questioning the content of the text.
- f. Planning to ask the students to answer questions, after that the researcher and the students discussed the answers together.
- g. Planning to ask the students to recite the text in their own words.

2. Actions and Observations

There were 2 meetings in cycle 1 held on Monday, November 18th and Thursday, November 21st, 2013. The actions focused on implementing SQ3R technique to improve students' reading skill. The researcher acted as the teacher while the English teacher and the collaborator acted as the observers. The complete description of implementation in the first cycle is presented as in the following.

a. 1st Meeting

The first meeting was on Monday, November 18th, 2013. Before the researcher taught the students, the English teacher greeted the students. She told them

that in the next meetings, the researcher would teach them English. Then, the English teacher gave the chance for the researcher to take the role as the teacher.

In this meeting, the researcher focused on introducing the SQ3R technique to the students. The researcher started the class by saying a prayer. Then, he greeted the students and checked the students' attendance. As it was the first meeting, he introduced himself first. Then, he gave the general apperception about the material that would be learnt by the students. It was done by the researcher as he wanted to build interaction between him and the students. There were only few students who responded to the questions and the others kept silent. Some of them even had a chat with their friends. However, some students answered the questions in Bahasa Indonesia.

Before distributing the recount text to the students, he introduced SQ3R technique to them. This technique was still new for the students. He told the students how they dealt with the technique and explained each step in SQ3R technique. While he was explaining the technique, the students listened carefully to him. When he finished explaining the steps, he gave a text entitled "*Travelling*" to the student. Then, he distributed the text to the students.

After distributing the text, he asked the students to read the text by implementing the SQ3R technique. As it was the first meeting, he guided them in each stage on SQ3R technique. First, he guided the students to do surveying and the questioning stage. He asked the students to identify certain information, such as, main

idea, generic structure, and other information they needed to know from the text and to write some questions related to the information. As the students were still confused, he repeated the instructions by using Bahasa Indonesia. Then, he asked them to start the activity and to ask him if they found any difficulties. When the students were working on surveying and questioning, the researcher monitored the students and gave feedback to them. It was found that some students could do the questioning stage well. However, there were also some students who did not understand in doing surveying and questioning but did not ask the researcher how to deal with the stages. Here, it was found that when the students had difficulties, they just kept silent and did not try to ask the teacher. The researcher decided to ask some students who did not understand how to deal with those surveying and questioning stages. He re-explained how to deal with those stages. After re-explaining, he gave an extra 5 minute to finish those stages.

After that, the researcher asked the students to continue to the reading stage. In this stage they were asked by the researcher to find the answers of the questions they have made on questioning stage and then, when they had finished the reading stage, the researcher asked for some volunteers to write the questions and the answers they made on the whiteboard. There are 5 volunteers who wrote their questions and answers they made related to the text. The researcher, then, discussed the questions and answers together with the students.



Picture 1: Students are writing their questions and answers on the whiteboard.

After finishing the reading stage, the students were asked to continue to the recite stage. In this stage, the students were asked to recite the text using their own words in front of the class. The researcher also allowed them to write their recitation on a piece of paper first before performing it in front of the class. Most of students were still confused in doing this stage because they could not recite the text well. Most of them still did “re-telling” the whole text not reciting the text using their own words. The researcher helped them to recite in their own words by giving feedback. The feedback given was in the form of corrections, suggestions, or comments to the students’ recitation draft. When they were finished with their recitation, the researcher asked them to recite it in front of the class. Unfortunately, there were only 3 students who could recite the text in front of the class. The other students were still shy and unconfident to recite the text in front of the class.

In practice, some students could not write the recitation well. They still did “re-telling” the whole text not reciting the text using their own words. Then, the researcher came to them to give feedback.

(Field Note 4, November 18th, 2013)

For the last stage, review stage, the researcher asked the students to re-read or review what they read to ensure whether they understood what they read or not and whether there was any information they missed or not.

b. 2nd Meeting

The second meeting was conducted on Thursday, November 21st, 2013. The SQ3R technique was still about comprehending the recount text, especially in surveying and questioning stages which gave a little improvement to students in comprehending the text faster at the first meeting.

In this meeting, the researcher firstly distributed a recount text entitled “*My Holiday in Bali*” to the students. After distributing the text, he asked the students whether they still remember the surveying and questioning stages or not. Some of the students said that they still remembered the stages and some others did not remember the stages. The researcher tried to re-explain the stages in order to encourage the students’ memory about the surveying and questioning stages. After re-explaining, the researcher asked them to survey the text in 10 minutes. Then, the researcher asked them whether there is any difficult word or not. Some students asked the researcher about the difficult words found. The researcher explained the meaning of the difficult words. As the students could not finish surveying in 10 minutes, the researcher

decided to give them 5 extra minutes. After finishing the surveying stage, the students were asked by the researcher to write five or more questions related to the text on a piece of paper and write their identity at the top of it. Then, he gave the students 10 minutes to write the questions as the questioning stage. When the students made the questions, the researcher monitored them and helped them when they found any difficulties. There were many students who still found some difficulties in writing the questions appropriately. The researcher helped them by explaining how to make a question. Then, when they finished the questioning stage, the researcher gave them 10 minutes to continue to reading stage. He asked the students to find and write the answers below the questions they made and submit their work on the researcher desk.

After collecting their work, the researcher asked the students about the main idea, the generic structure, and other detailed information based on their questions that had been submitted on the researcher desk. This activity was aimed to check the reading comprehension of the students and also to build the interaction between the researcher and the students.

However, most of the students still kept silent when the researcher asked them the questions. There were only 15 students who were active and able to answer the questions from the researcher. However, the students were more active than the first meeting. There were only 6 students who were active and able to answer the questions from the researcher.

There were only 10 students who performed their recitation in front of the class. Ss were still shy and unconfident to perform their recitation in front of the class.

(Field note 5, Thursday, November 21st, 2013)

Then, the researcher asked the students to continue to recite stage. He gave 5 minutes to the students for preparing themselves to recite the text using their own words in front of the class. In this stage, he helped the students to find some English words they did not know. In order to ease them in performing their recitation, he allowed them to write their recitation in a piece of paper and bring it with them when reciting in front of the class. Again, the students were still shy and unconfident to perform in front of the class but it was also an improvement in this stage. It seemed that they were not motivated to perform the recite stage in front of the class. There were only 10 students who performed their recitation in front of the class.

As the last stage, review stage, the researcher helped the students to review the text on the whole information contained in the text. At the end of the class, the researcher asked the students whether there was any question or not. None of the students asked question. Finally, he ended the class by saying a prayer.

3. Reflection

The implementation of SQ3R technique in the first cycle was done in two meetings. It was on Monday, November 18th, 2013 and Thursday, November 21st, 2013. After implementing the SQ3R technique in two meetings, the researcher did

reflection. Previously, he presented the condition of teaching and learning process of reading in the last meeting of the first cycle. It was presented in the following vignette.

Vignette II
November 21st, 2013
R : Researcher
ET: English Teacher
Ss : Students
C : Collaborator

The bell rang at 08.30 a.m. R together with ET and C came into the class. ET and C sat at the back. R greeted Ss and checked the attendance list. There were 2 students who did not come on that day. R reviewed the previous lesson by asking questions to them. Ss were more active in answering the questions from R.

After reviewing the previous lesson, R gave apperception to Ss. He asked the students' experiences about beach. Then, R told them that they were going to read a text about "*My Holiday in Bali*". Ss seemed interested in the topic. R distributed the text, then, asked them to start implementing the SQ3R technique.

First, they were asked by R to do surveying stage in 10 minutes. After 10 minutes, there were some students who did not finish the stage yet. R decided to give them 5 extra minutes to finish the stage. Then, R asked the students whether there was any difficult word or not. Some students asked the difficult words to R. R explained the meaning of the difficult words to the students.

After explaining the difficult words, R asked Ss to continue to the questioning stage. Ss were asked to write five or more questions related to the text in a piece of paper. R gave them 10 minutes in this stage. Many students could not finish it in 10 minutes. They asked for an extra time to R. R gave them an extra 5 minutes to finish the step.

When they finished making the questions, R asked them to continue to reading stage to find the answers by themselves and write the answers down on the paper in 5 minutes. R asked them to submit their work on R desk when they were finished. R continued the activity by asking them the questions they had made. R asked the questions randomly without saying the name of questions makers. Unfortunately, Ss were still unconfident to answer the questions. There were only 15 students who were able to answer the questions. However, there was an improvement in students and researcher interaction. Ss became more active than the first meeting where there were only 6 students who were confident to answer the questions from the researcher.

Then, in the recite stage, R gave Ss 5 minutes for preparing themselves to perform the recite stage in front of the class. R allowed them to write their recitation in a piece of paper and bring it with them when performing in front of the class. Most of Ss were still confused and found difficult to make a recitation in their own words.

The researcher approached them one by one and helped them. In performing the recitation, there were only 10 students who performed their recitation in front of the class. Ss were still shy and unconfident to perform their recitation in front of the class. As the last stage in SQ3R technique, R helped Ss to do the review stage. He helped them to review the whole information contained in the text.

Finally, when time was over, R asked Ss whether there was any question or not. There was no question asked by Ss. R asked Ss to be more active in the next meeting. R also asked Ss to bring a dictionary with them in the next meeting. R ended the lesson by greeting Ss.

The vignette showed that there were changes in teaching and learning process and the students' reading comprehension after the researcher implementing the SQ3R technique. Before the implementation, the students were not active to answer any questions from the teacher. They were also not brave enough to ask the teacher when they found any difficulties. After the implementation, the students were more active to answer any questions from the researcher. They were also brave enough to ask the researcher when they found any difficulties.

From the vignette, it can be seen that the students had enough ability to find information they need by making some questions and find the answers related to the text independently. However, sometimes they still needed some help from the researcher to find the meaning of the difficult words.

The use of SQ3R from the first until the second meeting was successful in improving the students' reading skill in finding some information they need independently. Formerly, the students needed to adapt with this technique as it was new for them. They felt that the technique could help them in finding the information they need easily and quickly. They also felt that it would help them in answering the questions in the examination. It can be seen from the extract of the following interview transcripts

- R : Menurut kalian, penggunaan teknik SQ3R ini membantu kalian pada saat reading tidak? (*In your opinion, could the SQ3R technique help you in reading?*)
- S4 :Iya mas, membantu banget. Aku sekarang bisa ngerjain soal lebih cepat dari biasanya. Cuma masalahnya, kadang ada kata-kata yang aku ga mudeng. (*Yes, of course, sir. It helped me very much in reading. I could answers the questions quicker than before. However, there were some words that I did not know the meaning*).
- S5 :Membantu mas. Kan kita pas survey bacaannya kita bias sekalian bikin pertanyaan untuk kita sendiri. Jadi nanti kalo kita mau cari jawabannya kita udah tau posisinya ada dimana. (*Yes, it could. When we were surveying the text, we could also make some questions in our mind. So, when we tried to find the answers, we already knew the locations of the answers in the text.*)

(Interview transcript 4, Monday, November 18th, 2013)

The use of SQ3R technique was also successful in improving the interaction between the teacher and the students. In the implementation of SQ3R technique in the

cycle 1, the interactions between the students and the researcher were conducted well. The students were confident to answer the questions from the researcher as they could find the answers easily by implementing the SQ3R technique. It can be seen from the extract of interview transcripts below.

R	: Kamu senang tidak pakai teknik SQ3R pada saat pelajaran? (<i>Do you like using this technique in learning?</i>)
S5	: Senang mas, efektif buat jawab pertanyaan. Jadinya bias berani jawab pertanyaan dari guru, kan nyari jawabannya gampang. (<i>Yes, I do, sir. It was effective to answer the questions. I could answer the questions from the teacher bravely because it was easy to find the answers.</i>)
(Interview transcript 5, Thursday, November 21st, 2013)	
R	: Menurut ibu, bagaimana interaksi antara siswa dan guru selama proses belajar mengajar berlangsung? (<i>What do you think about the interaction between the teacher and the students during the implementation process of SQ3R technique?</i>)
ET	: Menurut saya bagus mas, saya lihat sekarang anak-anak jadi lebih berani untuk jawab pertanyaan dari gurunya. Mereka juga jadi lebih berani untuk bertanya sama gurunya kalo ada kesulitan. (<i>I think it is good. I saw the students were more brave to answer any questions from their teacher. They were also braver to ask their teacher when they found any difficulties.</i>)
(Interview transcript 6, Thursday, November 21st, 2013)	

However, in the first cycle, there was a problem found by the researcher. The students still could not implement the recite stage well. It can be seen on their recitations submitted to the researcher. In reciting stage, many students still used the texts' words not their own words. They were also still confused in making recitation using their own words.

According to the students' opinion as stated in the interview transcript, it can be concluded that they still could not comprehend the text fully. They needed to be

guided by the researcher in the recite stage. Here is the following interview transcript of students' opinion.

- | | |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| R | : Kamu masih ada kesulitan ga pake teknik ini? (<i>Is there any difficulty found in implementing this technique?</i>) |
| S5 | : Saya masih kesulitan sama yang recite itu, masih susah buat bikin pake kalimat sendiri. Lagipula saya masih malu kalo maju ke depan kelas, mas. hehe (<i>I still found some difficulties in the recite stage, especially for reciting using my own words. Besides, I was not confident to perform my recitation in front of the class, sir. Hehe.</i>) |

(Interview transcript 5, Thursday, November 21st, 2013)

The reflections above were done based on the observation during the teaching and learning process of reading and the interviews conducted by the researcher with the English teacher, the students, and the collaborator. In doing the interviews, everyone had an equal opportunity to express their ideas, opinions, and feelings about the action. It was done by the researcher to fulfill the democratic, process, dialogic, and outcome validity. Meanwhile, there was more than one observer in gathering the data. This is done to fulfill the reliability of the research.

C. Implementation of Cycle 2

1. Planning

Based on the reflection in cycle 1, the researcher found that SQ3R technique could improve the students' reading skill. However, the researcher found that many students still could implement the recite stage well. They could not recite the text using their own words. They were also not confident enough to perform their recitation in front of the class. Therefore, the researcher, the English teacher, and the

collaborator discussed to choose other actions to improve the students' comprehension.

Then, they agreed and planned to implement the actions in cycle 2. They also decided to add new actions to improve the students' motivation in implementing the recite stage during the teaching and learning process of reading by giving credit points. There would be 5 points for students who could perform their recitation in front of the class in each meeting. Those points would be accumulated in each meeting of cycle 2. Those points would also be submitted to the English teacher to be considered as students' English scores of the semester.

The plans for cycle 2 could be summarized as follows:

- a. SQ3R technique to improve students' reading skill
- b. Giving credit points for students who could perform their recitation in front of the class to improve their motivation in implementing the recite stage.

2. Actions and observations

It was stated that the actions in cycle 1 were running well although there were some students who could not comprehend the text fully. There were two meetings in cycle 2 to improve students' reading skill and also to overcome the previous problem that was found in cycle 1. The meetings were held on Monday, November 25th, 2013 and Thursday, November 28th, 2013.

The actions focused on maximizing the use of SQ3R technique in improving students' reading skill and the use of credit points in improving the students'

motivation. The complete description of the implementation in the second cycle is presented as in the following.

a. 1st meeting

The first meeting in cycle 2 was conducted on Monday, November 25th, 2013. In this meeting, the researcher focused on improving students' motivation by giving credit points. The researcher started the class by saying a prayer and checked the attendance. After that, the researcher told them that there would be credit points for those who could perform their recitation in front of the class. In this activity, the researcher was helped by the collaborator to count the points.

At the beginning of the lesson, the researcher gave apperception to the students and told them that they were still going to learn about recount text entitled "*Unforgettable Trip to Bromo*". He also asked the students to make sure they brought their dictionaries with them as he said on the last meeting. All of the students brought their dictionaries with them. Then, he distributed the texts to the students and asked them to start implementing the surveying and questioning stage directly. He asked them that every student had to make 3 questions in questioning stage then they had to submit it later in the researcher desk. He gave them 15 minutes to finish those stages and he told them that there would be no additional time in finishing those stages. The researcher monitored every student to control whether the students could implement those stages well or not. The students looked serious in implementing the stages. In implementing the stages, sometimes, they checked their dictionaries to find the

meaning of the difficult words. There was no student asked the researcher about difficult words because they could find the meaning by themselves. After the 15 minutes passed, they submitted their work on the researcher desk.

Then, the researcher distributed the questions that have been submitted on his desk. He distributed the questions randomly to the students. He asked the students to answer the questions in five minutes, then, they had to submit their answers on the researcher desk. In order to save the time, the researcher only discussed some of the questions together with the students.

After discussing the questions, the researcher asked the students to continue to reading and reciting stage. Here he asked the students to read and also prepare themselves to perform the recite stage. He gave 15 minutes to them to finish those stages. He re-explained about the credit points that would be given to those who could perform their recitation using their own words in front of the class voluntarily. He also allowed the students to write their recitation in a piece of paper. They could bring their recitation paper with them in performing their recitation. He reminded the students that they were not allowed to ask for help from other students and that they had to make their recitation by themselves. The students seemed motivated to perform. Most of them asked for help from the researcher in making their recitation. The researcher helped them one by one and gave them some feedbacks. In ten minutes, there were five students who were ready to perform and asked permit from the researcher to perform. Finally, all of the students could perform their recitation in front of the class.



Picture 2: A student is doing a recite stage in front of the class.

As the last stage, review stage, the researcher gave them a chance to review what they read and to ask anything related to the text. None of them asked him. In the last five minutes of the lesson, the researcher asked the students to keep their motivation in implementing the recite stage as they still had the last meeting to get an additional English score of the semester from reciting. He ended the lesson by greeting the students.

b. 2nd meeting

The last meeting in cycle 2 was conducted on Thursday, November 28th, 2013. In this meeting, the researcher still focused on improving the students' reading skill by using SQ3R technique and students' motivation by giving credit points.

The researcher started the lesson by greeting the students. After he led a prayer and checked the attendance, he gave apperception to the students about diving. Then, he distributed a recount text entitled "*Family Camping*" to the students.

After that, the researcher asked the students to start implementing the SQ3R technique stage by stage. First, they were asked to do the surveying and questioning stage. He gave them 15 minutes to finish those stages. In questioning stage, he asked them to make five questions. After 15 minutes, he did not ask them to submit their work. He asked them to find the answers by themselves first. Then, when they finished finding the answers, they had to submit them on the researcher desk. Those stages were run naturally as it was the fourth meeting of the whole cycles.

Then, the researcher asked them to continue to the reading and reciting stages. He gave only five minutes to them to prepare themselves to recite the text in front of the class. All of the students were enthusiastic in making their recitation. The interactions between the students and the researcher were conducted naturally. The researcher did not offer help to them but they asked for help from him. All of them could perform their recitation in front of the class.

The last stage, review stage, the researcher asked them to review the text and gave them the last chance to ask anything related to the text. However, none of the students asked the researcher. At the end of the class, the researcher ended the lesson by saying a prayer.

c. Reflection

The final reflection was done by the researcher after all of the actions had been conducted. The second cycle was done in two meetings. They were conducted on Monday, November 25th, 2013 and Thursday, November 28th, 2013. After implementing SQ3R technique and the accompanying actions, i.e. giving credit points, the researcher did reflections. He presented the condition of the teaching and learning process of reading in the last meeting of the second cycle. It was presented in the following vignette.

Vignette III
November 28th, 2013
R : Researcher
ET: English Teacher
Ss : Students
C : Collaborator

The bell rang at 08.30 a.m. R together with ET and C came into the class. ET and C sat at the back. R greeted Ss and checked the attendance list. R reminded them that there would be still credit points for those who could perform their recitation in front of the class.

At the beginning of the lesson, R gave apperception about diving as the recount text that would be learnt was entitled "*Family Camping*". Then, R asked the Ss to start implementing the SQ3R technique. First, Ss were asked to do the surveying and questioning in 15 minutes.

After 15 minutes, R asked Ss to find the answers independently in 5 minutes. Then, when Ss finished finding the answers, R asked them to submit it on R desk.

Then, R asked Ss to continue to the reading and reciting stages. R gave Ss 15 minutes to prepare themselves to perform their recitation in front of the class. Here, the interactions between Ss and R were conducted naturally. R did not offer help to Ss but Ss were being active to ask R for some help in making their recitation. R just monitored Ss to make sure that they made their recitation using their own words. R also gave some comments and suggestions to their recitation. Finally, all of the students could perform their recitation in front of the class.

As the last stage, R asked them to do the review stage. R gave them 5 minutes to review the text and R gave them the last chance to ask anything related to the text. However, none of the students asked R questions. At the end of the class, R ended the lesson by saying a prayer.

The vignette above showed that there were changes after the researcher conducted SQ3R technique in improving students' reading skill and credit points in improving students' motivation in implementing the reciting stage. By implementing SQ3R technique, the students were able to understand the text well. They also could find the answers quickly. It could be seen from results of the two cycles. The students' motivation also increased when the researcher gave credit points for them. The students were motivated to perform their recitation in front of the class. They did it willingly. The students were also active to ask questions during the lesson, especially in reciting stage.

At the end of the second cycle, the researcher wrote the results of the reflection in cycle II. Those are presented as in the following.

The use of SQ3R technique from two meetings of the cycle 2 was successful to improve the students' reading skill in finding any information from the texts quickly and easily. By having those abilities, the students admitted that those really helped them in understanding the entire text. This can be seen from the extract of Interview transcripts below.

- R : Menurutkamu, gimana tentang penggunaan teknik SQ3R? (*What is your opinion about the SQ3R technique?*)
- S5 : Bagus mas. Sekarang kalo baca teks jadi lebih gampang. Buat jawab soal ujian kayanya membantu banget mas. (*I think it's good, sir. It made me more easily to read the text. I think it could help me in answering the questions in examinations*).

(Interview transcript 9, Thursday, November 28th, 2013)

- R : Apa kamu bisa lebih memahami isi bacaan kalo pakai teknik SQ3R? (*Do you think that the use of SQ3R technique can help you in comprehending the text?*)
- S6 : Iya mas. Sekarang bisa lebih gampang buat mudeng. Hehe (*Yes, I do, sir. It was easier to comprehend the text. hehe*).

(Interview transcript 9, Thursday, November 28th, 2013)

Giving credit points to the students was successful in improving the students' motivation in the reciting stage. In the first meeting of the class, the students who were less confident to perform their recitation became the fourth student who could perform the recitation in front of the class. In the last meeting, the students were very active to perform their recitation. They wanted to have another chance to increase their points. It can be seen from the extract of interview transcripts below.

- R : Apakah kalian jadi lebih termotivasi dengan adanya *credit points* ini? (*Did you feel more motivated when you were given the credit points?*)
- S9 : Ya jelas mas. Kan kalo saya dapet nilai tambahan bisa untuk tambah nilai bahasa inggris saya di raport. (*Of course, sir. The credit points could be an additional point for my English score in my school report.*)

(Interview transcript 9, Thursday, November 28th, 2013)

- R : Menurut ibu, apakah *credit points* ini bisa membuat siswa lebih termotivasi dalam pelajaran bahasa inggris? (*Do you think that credit points can improve students' motivation in learning English?*)
- ET : Iya mas. anak-anak memang begitu mas kalau ada tugas pun pasti tanya apa tugasnya dinilai atau tidak. Kalau saya bilang dinilai pasti mereka semangat. (*Yes, of course. When they were given any assignments, they asked whether the assignments will be scored or not. If the assignments would be scored, they did the assignments spiritfully.*).

(Interview transcript 9, Thursday, November 28th, 2013)

- R : Menurut kamu, apakah dengan adanya *credit points* ini siswa lebih termotivasi lagi dalam pembelajaran? (*Do you think that credit points can improve the students' motivation during the lesson?*)
- C : Iya. Mereka senang dikasih point gitu. Tadi juga ada yang tiba-tiba mau maju reciting kan. Soalnya sebelum kamu kasih *credit points* muridnya tuh males-malesan itu lho. (*Yes, I think. They are happy when they are given credit points. There was also a volunteer who wanted to perform his recitation in front of the class. Before you gave credit points, they tended to be lazy*)

(Interview transcript, Thursday, November 28th, 2013)

In conclusion, SQ3R technique could improve the students' reading skill. The accompanying action i.e. giving credit points was also successful in improving the students' motivation in implementing one of the technique stages, that is reciting stage.

The reflections above were done based on the observation during the teaching and learning process of reading and the interviews conducted by the researcher with the English teacher, the students, and the collaborator. It is in line with the concept of democratic, process, dialogic, and outcome validity. Meanwhile, there was more than one observer in gathering the data. This is in line with the concept of the researcher

triangulation. By looking at the results in the second cycle which had shown improvements in the students' reading comprehension and students' motivation, the researcher, the English teacher, and the collaborator decided to stop the cycle.

D. Students' Mean Score

In this part, the researcher shows the result of the students' score as in the pretest and the post test. Those scores were displayed in Table 3.

Table 3: Students' Mean Score

Pre-Test	Post-Test
56	70

The result of the pretest and post test above showed the difference between the result of pretest and post test. The mean of the pretest was 56. Meanwhile, the mean of the posttest was 70. It means that the mean of the pretest improved from 56 to 70 in the post-test. The mean was calculated from the scores of 33 students. From the result above, it could be concluded that SQ3R technique could improve the students' reading comprehension in VIII-B class of SMPN 1 Jogonalan.

E. Research Findings

The implementation of the action in this research was over. Based on the actions, observation, and the reflections, the findings are found as the following.

First, SQ3R technique is found to be effective to improve the students' reading skill. Formerly, the students had difficulties in finding the main ideas and

detail information of the texts. It was because they rarely practiced and were only taught on how to find the main ideas. By using this technique in reading, the students were able to find any detail information by following the steps in SQ3R technique.

Second, SQ3R technique is found to be effective to improve the students' motivation in reading. Basically, this technique increased the students' curiosity in reading. They were motivated to know the content of the text. However, the teacher needed to add accompanying action in improving the students' motivation by giving credits point to the active students.

Third, there were some factors that should be considered by the teacher to minimize the problem during the implementation. First, the teacher had to consider the time. The teacher should be able to manage the time well so that the activities could be done. Second, the teacher should give clear explanation for the students in doing this technique. It was because there might be some students who had wrong perception about what should be done in each step. The last, the teacher should be able to manage and handle the class well so that the students did not make noise.

Fourth, the topic of the text influenced and supported the implementation of SQ3R technique. When the topic was not interesting for the students, they became lazy and seemed reluctant to read the text. However, when the topic was interesting for the students, they would read the text fast and tried to understand the text well.

The last, implementation of SQ3R technique gives positive effect to the students' reading comprehension. After the students implemented SQ3R technique,

they were able to understand text better than before. The five steps in SQ3R technique helped them to understand texts.

Those findings were summarized in the table 4 below.

Table 4: The Result after Implementing SQ3R technique in improving students' reading skill.

No	Pre-Condition	Cycle I	Cycle II
1.	The students could not comprehend text fully.	The students could comprehend the text by implementing SQ3R technique although at first they had to adapt with the technique and thought that the technique was complicated for them.	The students could comprehend the text better than before. There was no obstacle when they used SQ3R technique in reading texts. They used SQ3R technique and did the steps naturally.
2.	The students had difficulty in finding any detail information.	The students had ability in finding any detail information. However, some of them still found difficult in finding the information.	The students had better ability in finding any detail information than before.
3.	The students had low motivation in learning.	Some students had higher motivation in the teaching and learning process of reading but there were many students who had not motivated yet.	Most of the students had higher motivation in the teaching and learning process of reading.

F. Discussion

The research focused on improving students' reading comprehension using SQ3R technique. This technique was implemented in both the first cycle and the second cycle. The findings of the research showed that SQ3R technique was

successful in improving the students' reading skill. From the findings, the discussion was written as the following.

The researcher conducted the SQ3R technique by asking the students to work individually. It means that SQ3R technique did not allow the students to have group discussion and work collaboratively during the teaching and learning process of reading.

Implementing SQ3R technique allowed the students to understand the entire text. During the process of reading, they read the text and connected it with their background knowledge. Likewise, they also retrieved what they had in their background knowledge and related it with the information in the text.

Moreover, SQ3R technique could make the students active during the teaching and learning process of reading. The students read the text by themselves and tried to understand the text independently. When they found difficulties, they asked the teacher to help them.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter deals with three points. They are conclusions, implications, and suggestions. The explanation of each point is presented below.

A. Conclusions

This research used the SQ3R technique to improve students' reading skill. It was done in two cycles which consisted of two meetings on each cycle. In both cycles, the researcher implemented the SQ3R technique and some accompanying activities using credit points. The research began in October 30th and ended in November 28th, 2013.

From the first cycle, the researcher found that SQ3R technique could improve the students' reading skill. Furthermore, it could improve the students' interaction between the teacher and the students. The use of SQ3R technique could also improve the students' confidence. However, SQ3R technique could not really improve the students' motivation. That was why the researcher felt that he had to add some accompanying actions in Cycle II. Shortly, the use of SQ3R technique is shown to have improved the students' reading skill.

From the second cycle, the researcher found that the accompanying action by giving credit points could improve the students' confidence in the teaching and learning process of reading. He also found that SQ3R technique is still effective in improving the students' reading skill.

In terms of quantitative data, there was an improvement on the students' reading skill. It could be seen from the result of pretest and post test. The mean of the students' scores improved from 56 on pretest to 70 on posttest. It showed that SQ3R technique was successful in improving the students' reading skill.

B. Implications

The research findings show that the use of SQ3R technique can improve the students' reading skill. The students were happy and could enjoy reading by using that technique. They could have better understanding on reading than before. However, the technique had to be combined with other actions such as giving credit points the students' motivation in the teaching and learning process of reading. From the findings above, the implication of the study are as follows:

1. The use of SQ3R technique was effective to improve the students' reading skill. It allowed the students to have practices in finding any detail information by following the five steps in SQ3R technique.
2. The use of SQ3R technique was effective. It could allow the students to have more comprehension of what they read. They were enthusiastic to do those strategies.
3. The variation in choosing the topics for reading text was effective. The students were motivated in reading as they were interested in the topics.
4. Giving credit points was effective. The students were more active and motivated during the teaching and learning process. They were motivated to earn the points.

C. Suggestions

Based on the conclusion and the implication above, some suggestions will be directed toward the students, the English teacher, and other researchers.

1. To the students

The students should practice reading English texts more. If they find difficulties in understanding the texts, they can implement the SQ3R technique. Before using the technique, they have to understand what they should do in every step.

2. To the English teacher

For the English teachers, it is important for them to be more creative in choosing the techniques that will be conducted in the teaching and learning process of reading. When they use SQ3R technique, they have to consider the situation of the class by creating a good atmosphere in the class during the teaching and learning process of reading so that the students feel comfortable and enjoyable during discussion. They also have to consider the time. The English teachers have to be creative in choosing the topics of the texts and provide various texts for the students.

3. To other researchers

In this study, the researcher conducted the research in one month because of the limited time. Other researchers may follow up this study in a longer time in order to find more actions to improve students' reading skill. They can conduct this study in other schools which have different characteristics from SMPN 1 Jogonalan so that the research findings can be more generalizable.

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APPENDICES

1

FIELD NOTES

FIELD NOTE

FIELD NOTE 1

Asking Permission

Monday, October 28th, 2013

P datang bersama J, teman yang akan menjadi observer P di kelas dan juga ikut juga sebagai peneliti kelas VII di SMPN 1 Jogonalan. T datang pukul 08.00 dan langsung menemui Kabag Kurikulum yaitu Ibu T untuk berkonsultasi mengenai perijinan untuk melakukan penelitian di sekolah tersebut. Ibu T setuju dan langsung menyuruh P untuk menuju ke gedung barat untuk bertemu dengan ibu E. Beberapa menit kemudian Ibu E datang dan menyambut P dengan ramah. P mengutarakan niat untuk melakukan penelitian di sekolah tersebut di kelas VIII. Ibu E menerima dengan baik tujuan kedatangan P dan bertanya teknik serta metode apa yang akan digunakan. P menjelaskan mengenai penelitiannya tentang *reading* yang menggunakan teknik *SQ3R* dan Ibu E sangat menyetujui karena Ibu E merasa bahwa kemampuan *reading* di kelas VIII di SMPN 1 Jogonalan masih perlu dikembangkan karena S masih belum mandiri dan masih mengalami kesulitan dalam memahami bacaan. P dan Ibu E kemudian menyusun jadwal untuk diadakannya penelitian oleh P. P menyerahkan surat observasi dari kampus yang telah dibuat sebelumnya kepada Ibu E. P dan Ibu E menyetujui observasi dilakukan pada hari Kamis, 31 October 2013 di kelas VIII-B.

FIELD NOTE 2

Observation

Thursday, October, 31st, 2013

P dan J sampai di sekolah pukul 07.30 dan langsung menemui Ibu E di ruang guru. Kemudian pada pukul 07.45 P dan J menuju ke kelas VIII-B mengikuti Ibu E yang akan mengajar di kelas tersebut. Setelah Ibu E masuk lalu P dan J diperkenalkan ke semua S VIII-B. P dan J duduk di bangku belakang untuk mengamati situasi pembelajaran hari itu. Ibu E memulai pelajaran dengan berdoa dan mengucapkan salam. Ibu E kemudian menyuruh S untuk memeriksa kata-kata bahasa Inggris yang sulit pada pekerjaan rumah mereka yang berupa sebuah teks *recount*. Kemudian, ibu E mendiskusikan kata-kata yang sulit tersebut dan menterjemahkannya bersama dengan S. Setelah itu, Ibu E mulai membahas isi dari teks tersebut, seperti, *main idea*, *generic structure*, hingga *detail information* yang terkait dengan teks tersebut. Setelah selesai membahas isi teks, Ibu E menunjuk beberapa siswa untuk maju ke depan kelas

dan menuliskan jawaban dari pertanyaan yang ada pada pekerjaan rumah mereka di papan tulis. Setelah semua siswa yang ditunjuk menuliskan jawaban mereka, Ibu E membahas jawaban tersebut bersama-sama dengan S. Pada akhir pelajaran, Ibu E menanyakan kepada S apakah ada pertanyaan dari S atau tidak. Karena tidak ada yang bertanya, Ibu E mengakhiri pelajaran dengan memimpin S untuk berdoa. Dalam pelajaran, Ibu E menggunakan Bahasa Indonesia dan Bahasa Inggris dalam beberapa kesempatan.

FIELD NOTE 3

Pre-test

Monday, November 4th, 2013

P dan J sampai di sekolah pukul 08.00 dan langsung menuju ruang guru untuk menemui Ibu E untuk mendiskusikan hasil observasi serta merencanakan *pre-test* yang akan dilakukan pada hari itu. P serta Ibu E menyepakati bahwa Ibu E akan masuk pada 45 menit pertama jam pelajaran untuk memberikan materi kemudian P dapat melakukan *pre-test* setelah itu selama 45 menit. Ibu E mengizinkan P dan J untuk masuk ke dalam kelas pada saat Ibu E mengajar. Tepat pukul 08.30 P, J dan Ibu E masuk ke dalam kelas. Ibu E memulai pelajaran dengan memimpin doa dan memeriksa daftar hadir S. ada 2 S yang tidak masuk pada hari itu. Kemudian, pada awal pelajaran, Ibu E menjelaskan bahwa pada beberapa pertemuan ke depan, Ibu E akan digantikan oleh P dalam mengampu pelajaran bahasa Inggris. Selanjutnya Ibu E kembali memberikan materi tentang teks *recount*, yang menjadi salah satu fokus dalam semester tersebut. Ibu E kembali menerangkan beberapa hal yang berkaitan dengan teks *recount*. Kegiatan pada hari itu berlangsung seperti halnya yang terlihat pada saat P melakukan observasi. Sesaat sebelum istirahat, Ibu E menjelaskan bahwa 45 menit selanjutnya nanti P akan menggantikan Ibu E untuk sementara dan berharap S dapat bekerjasama dengan P dengan baik dalam pelajaran nantinya. Pada saat bel pergantian pelajaran, Ibu E meninggalkan ruangan. Sebelum *pre-test* dimulai, P menjelaskan kepada S cara mengerjakan *pre-test*. S diminta untuk menyelesaikan *pre-test* tanpa bantuan apapun dalam waktu 45 menit. Kemudian P membagikan soal-soal *pre-test* kepada S. P kemudian meminta untuk mengerjakan soal yang ada. P duduk di kursi guru, sesekali berjalan di area depan kelas. Ada yang bisa mengerjakan namun ada juga yang masih bingung dan mengeluh. Saat waktu pelajaran hampir usai, P meminta lembaran soal *pre-test* dikumpulkan dan kemudian P dan J mengucapkan salam lalu berjalan meninggalkan kelas.

FIELD NOTE 4

Action 1 cycle 1

Monday, November 18th, 2013

Pukul 07.30 P sudah datang bersama J untuk memulai penelitian hari itu. Penelitian dimulai pada pukul 07.45 sampai pukul 08.30 pada saat jam pelajaran ke-2 dan ke-3. Sebelum memulai penelitian P menemui Ibu E diruang guru untuk memastikan bahwa penelitian dapat dilakukan pada hari itu. Tepat pada pukul 07.45, P, J dan Ibu E masuk ke dalam kelas. Ibu E memimpin doa sebelum pelajaran dimulai. Sekali lagi, Ibu E memberi tahu kepada S bahwa pelajaran bahasa Inggris pada hari itu dan beberapa pertemuan kedepan akan diampu oleh P yang menggantikan Ibu E dalam mengampu pelajaran bahasa Inggris. Kemudian, Ibu E memberi kesempatan pada P untuk memulai pelajaran sekaligus Ibu E memohon izin untuk tidak dapat mengikuti proses penelitian karena ada hal penting lainnya yang harus diselesaikan. Pada pertemuan pertama, P fokus pada pengenalan teknik SQ3R kepada S. P memulai pelajaran dengan memimpin doa dan memeriksa daftar hadir S. Ada 2 siswa yang tidak masuk pada hari itu. P kemudian mengenalkan diri pada S. Selanjutnya, P mengajak S untuk mengulas pelajaran mengenai teks *recount* dan sekaligus memberikan apersepsi kepada S mengenai materi yang akan dipelajari pada hari itu karena P bertujuan untuk membangun interaksi antara S dan P sendiri. “*Well class, what do you think about your last holiday Bali? Is it fun?*” Sayangnya, hanya ada sedikit S yang merespon pertanyaan dari P, sedangkan yang lainnya hanya diam. Bahkan, beberapa dari S ada yang berbincang-bincang dengan yang lain. Siswa yang menjawab pertanyaan pun masih menggunakan bahasa Indonesia dalam menjawab pertanyaan. Sebelum mendistribusikan teks *recount* kepada S, P mengenalkan teknik SQ3R kepada mereka. Teknik ini masih baru bagi mereka. P menjelaskan bagaimana cara mengaplikasikan teknik ini dan juga menjelaskan setiap tahap dalam teknik ini. S mendengarkan dengan seksama penjelasan dari P. Setelah selesai memberikan penjelasan, P memberikan S sebuah teks berjudul “*Travelling*”. Selanjutnya, P menginstruksikan kepada S untuk mulai mengimplementasikan teknik SQ3R dalam memahami teks tersebut. Karena pada hari itu merupakan pertemuan pertama, P memandu S dalam setiap tahap pada teknik SQ3R. Pertama, P memandu S untuk melakukan dua tahap pertama, yaitu *survey* dan *question stage*. P meminta S untuk mengidentifikasi informasi tertentu, seperti, *main idea*, *generic structure*, dan informasi lainnya yang ingin mereka ketahui dari teks tersebut. Kemudian, P meminta S untuk langsung melanjutkan pada tahap kedua, yaitu *question stage*. Pada tahap ini, S diminta untuk membuat pertanyaan berdasarkan isi teks yang telah mereka *survey* terlebih dahulu dan kemudian menuliskan pertanyaan tersebut pada lembar teks *recount* yang dibagikan sebelumnya. S masih terlihat mengalami kesulitan dalam menerapkan dua tahapan tersebut. P membantu mereka untuk memahami apa yang harus mereka lakukan pada dua tahap tersebut dengan

menjelaskan kembali dua tahap tersebut dengan menggunakan bahasa Indonesia secara keseluruhan. P juga mengingatkan kepada S untuk bertanya kepada P jika mereka menemui kesulitan, tetapi P melarang S untuk bertanya kepada S yang lain. Lalu P kembali menginstruksikan S untuk mengulang tahap *surveying* dan *questioning*. P berkeliling kelas untuk melakukan *monitoring* pada S dalam melakukan dua tahap tersebut. P melihat hanya sedikit S yang mampu melakukan tahap *questioning* dengan baik. P memberikan *feedback* bagi mereka yang masih kesulitan dalam membuat pertanyaan. Namun, masih banyak pula S yang tidak paham apa yang harus mereka lakukan pada dua tahap tersebut dan tidak bertanya kepada P. Setelah selesai melakukan tahap *surveying* dan *questioning*, P meminta S untuk melanjutkan pada tahap *reading*. Pada tahap ini, S diminta untuk mencari jawaban dari pertanyaan yang telah mereka buat dengan cara membaca keseluruhan teks dan mencoba memahami isi dari teks tersebut. Selanjutnya, setelah melewati tahap *reading*, P meminta beberapa S untuk maju menuliskan secara sukarela di papan tulis pertanyaan dan jawaban yang telah mereka buat pada tahap sebelumnya. Hanya ada 5 S yang menuliskan pertanyaan dan jawaban mereka. Kemudian, P membahas pertanyaan dan jawaban tersebut bersama-sama dengan S. Setelah melakukan tahap *reading*, S diminta untuk melanjutkan tahap *recite*. Pada tahap ini, S diminta untuk menceritakan kembali teks yang telah mereka baca menggunakan bahasa mereka sendiri layaknya membuat rangkuman atas apa yang telah mereka baca. Untuk memudahkan mereka dalam tahap ini, P mengizinkan mereka untuk menuliskan apa yang ingin mereka ceritakan kembali pada selembar kertas sebelum mereka melakukan *recite* di depan kelas. Banyak S yang masih bingung dalam tahap ini karena mereka tidak dapat menggunakan bahasa mereka sendiri dengan baik dalam melakukan tahap ini. Kebanyakan dari S hanya “menulis ulang” teks yang telah mereka baca tanpa menggunakan bahasa mereka sendiri. P membantu mereka untuk melakukan *recite* menggunakan bahasa mereka sendiri dengan cara memberikan *feedback*. Sayangnya, setelah mereka selesai menuliskan apa yang ingin mereka ceritakan kembali mengenai teks tersebut, hanya ada 3 siswa yang mampu melakukan tahap *recite* di depan kelas. Kebanyakan dari mereka masih malu untuk bercerita kembali didepan kelas. Sebagai tahap akhir, P menyuruh S untuk melakukan *review* pada teks yang telah mereka baca untuk memastikan apakah mereka sudah paham dengan teks yang mereka baca sekaligus untuk memastikan apakah ada informasi pada teks yang mereka lewatkan. P menutup pelajaran dengan memberikan kesempatan pada S untuk bertanya. Tetapi, tidak ada S yang bertanya pada P. Akhirnya, P menutup pelajaran dengan memberikan salam pada S. Setelah itu, P memanggil dua S untuk diwawancarai sepulang sekolah. Setelah pertemuan pertama pada *cycle* pertama, P kemudian menemui Ibu E yang sudah ada di kantor guru untuk melakukan interview.

FIELD NOTE 5

Action 2 cycle 1

Thursday, November 21st, 2013

P dan J datang ke sekolah pukul 08.00 WIB dan langsung menuju ke ruang guru untuk menunggu Ibu E selesai mengajar. Pukul 08.30, saat Ibu E kembali ke ruang guru setelah selesai mengajar, Ibu E langsung mempersilakan P dan J menuju kelas VIII-B untuk melanjutkan penelitian. Ketika P masuk ke ruang kelas, S sudah bersiap memulai pelajaran pada hari itu. P memberi salam dan langsung memeriksa daftar hadir pada hari tersebut. Kemudian, P sedikit mengulas tentang apa yang sudah S pelajari pada pertemuan sebelumnya. *"What did you learn in the last meeting?"* beberapa siswa menjawab *"Recount text, mas. judulnya Travelling"*. Kemudian P kembali membahas mengenai teks *recount* secara umum dan sekaligus memberikan apersepsi tentang teks yang akan mereka pelajari hari itu. *"Siapa yang tau pulau Bali?"* S mulai antusias menjawab pertanyaan tersebut. Banyak jawaban yang berbeda-beda dari mereka. P kemudian langsung membagikan lembar teks *recount* kepada S yang berjudul *"My Holiday in Bali"*. Setelah semua S mendapatkan teks tersebut, P langsung meminta mereka untuk kembali menerapkan teknik SQ3R. P masih membantu S dalam menerapkan teknik tersebut. Namun, kali ini P membatasi waktu pada tiap tahapnya, untuk membuat S lebih terbiasa dengan teknik SQ3R dan lebih cepat dalam menyelesaikan semua tahapnya. Pertama, mereka diminta untuk melakukan tahap *survey* selama 10 menit. Namun, masih ada beberapa siswa yang belum dapat melewati tahap tersebut selama 10 menit, sehingga P memberikan tambahan waktu kepada mereka selama 5 menit. P juga bertanya kepada S apakah ada kata-kata yang sulit atau tidak. Beberapa S bertanya tentang kata-kata yang sulit, dan P menjelaskan arti dari kata-kata tersebut pada S. Setelah itu, P meminta mereka untuk lanjut pada tahap *question*. P meminta S untuk menuliskan 5 pertanyaan atau lebih pada selembar kertas tentang teks yang mereka baca. P hanya memberikan waktu selama 10 menit. Banyak S yang tidak selesai dalam 10 menit dan mereka meminta tambahan waktu kepada P. P memberikan mereka tambahan waktu selama 5 menit. Setelah selesai membuat pertanyaan, P meminta S untuk lanjut pada tahap *reading* untuk mencari jawabannya sendiri dan menuliskan jawabannya pada kertas pertanyaan yang mereka buat. P memberi waktu 5 menit dan meminta S untuk segera mengumpulkan kertasnya di meja P setelah selesai. Setelah 5 menit, S mengumpulkan hasil kerjanya di meja P. P kemudian mengajukan pertanyaan secara acak kepada S tentang pertanyaan yang mereka buat sebelumnya. Sayangnya, S masih malu dan tidak percaya diri untuk menjawab pertanyaan. Hanya ada 15 siswa yang mau menjawab. Namun, tetap ada peningkatan interaksi antara S dan P. S menjadi lebih aktif dari pertemuan pertama, dimana hanya ada 6 siswa yang menjawab. Setelah itu, bel istirahat berbunyi. P meminta S untuk menyiapkan diri mereka untuk melanjutkan tahap *recite* setelah istirahat nanti. Setelah istirahat, P

meminta mereka melanjutkan tahap *recite*, P memberikan S 5 menit untuk mempersiapkan diri untuk melakukan tahap *recite* didepan kelas. P juga mengizinkan mereka untuk menuliskan apa yang ingin mereka ceritakan kembali pada secarik kertas dan mereka juga diijinkan untuk membawanya pada saat *perform* didepan kelas. S masih kesulitan untuk membuat *recitation* dengan menggunakan kata-kata mereka sendiri. P mendekati mereka satu persatu dan membantu mereka. Hasilnya, ada 10 siswa yang menceritakan kembali apa yang mereka baca. S masih malu dan tidak percaya diri untuk melakukan *recite* di depan kelas. Pada tahap akhir, tahap *review*, P membantu S melakukan *review* dengan cara melakukan *review* bersama-sama dengan S. Ketika waktu pelajaran berakhir, P menanyakan pada S apakah ada hal yang ingin ditanyakan mengenai pelajaran tadi atau tidak. Tidak ada S yang bertanya pada P. P kemudian mengingatkan S untuk lebih aktif pada pertemuan selanjutnya dan P juga meminta S untuk membawa kamus pada pertemuan selanjutnya. P menutup pelajaran dengan memberi salam pada S. P, J dan Ibu E kembali ke ruang guru untuk membahas apa yang telah dilakukan pada hari itu.

FIELD NOTE 6

Monday, November 25th, 2013

Action 3 cycle 2

P dan J datang ke sekolah pukul 07.30 dan langsung menuju ruang guru untuk bertemu Ibu E. pada pukul 07.45, P, J dan Ibu E menuju ke kelas. P member salam pada S dan menanyakan kabar S “*Good morning class, how are you today?*” dan S menjawab singkat “*Fine, thank you.*” “*Well, who is absent today?*” dan ada salah satu S yang menjawab singkat “*tidak ada mas*”. Pada pertemuan kali ini, P menjelaskan bahwa akan ada *credit point* bagi S yang aktif dalam pelajaran. P memulai pelajaran dengan memimpin doa dan memeriksa daftar hadir S. Pada awal pelajaran, P memberikan apersepsi pada S dan mengatakan pada S bahwa mereka masih akan belajar mengenai teks *recount*, yang kali ini berjudul “*Unforgettable Trip to Bromo*”. P juga memastikan apakah semua S membawa kamus atau tidak. Pada hari itu, semua S membawa kamus. Kemudian, P membagikan teks kepada S dan langsung meminta mereka untuk melakukan tahap *survey* dan *question*. P juga meminta S untuk membuat minimal 3 pertanyaan pada tahap *question* dan setelah itu dikumpulkan di meja P. P memberikan waktu 15 menit tanpa adanya tambahan waktu bagi S yang belum selesai. P mengawasi setiap S untuk memastikan apakah S mampu melakukan dua tahap tersebut dengan baik. S terlihat serius dalam mengimplementasi dua tahap tersebut. Mereka juga sudah mulai mandiri, terlihat dari cara mereka menyelesaikan dua tahap tersebut dengan sesekali melihat kamus saat mereka menemui kata-kata yang sulit. Setelah 15 menit, S mulai mengumpulkan hasil pertanyaan yang mereka buat di meja P. Kemudian, P membagikan kembali hasil

pertanyaan mereka dengan membagikannya secara acak. P meminta S untuk menjawab pertanyaan tersebut dalam 5 menit, dan meminta mereka untuk kembali mengumpulkannya di meja P. P kemudian meminta S untuk melanjutkan ke tahap *reading* dan *recite*. P memberikan waktu selama 15 menit untuk menyelesaikan dua tahap tersebut. P menjelaskan tentang *credit points* yang akan diberikan bagi mereka yang mampu melakukan tahap *recite* di depan kelas. P mengizinkan mereka untuk menuliskan *recitation* pada selembar kertas dan membawanya ke depan kelas saat mereka melakukan *recite* di depan kelas. P hanya mengingatkan S bahwa mereka tidak diizinkan untuk bertanya pada temannya karena mereka harus membuat *recitation* sendiri, mereka hanya diizinkan bertanya pada S jika mereka menemui kesulitan. S terlihat termotivasi dengan adanya *credit points*, mereka pun mulai aktif bertanya pada P ketika mereka menemui kesulitan. Dalam 10 menit, ada lima S yang sudah siap melakukan *recite* didepan kelas. Akhirnya, semua S mampu melakukan *recite* didepan kelas pada hari itu. Sebagai tahap akhir, P memberikan mereka kesempatan untuk melakukan tahap *review* untuk memastikan apakah ada informasi yang terlewat atau tidak sekaligus kesempatan bagi S untuk bertanya pada P tentang apapun yang berkaitan dengan teks yang mereka baca. Tidak ada S yang bertanya pada tahap *review*. Pada saat lima menit sebelum pelajaran berakhir, P mengatakan pada S untuk tetap menjaga motivasi mereka dalam melakukan tahap *recite* didepan kelas karena mereka masih memiliki satu pertemuan terakhir dengan P untuk mendapatkan *credit points* sebagai nilai tambahan mereka dalam mata pelajaran bahasa Inggris pada semester ini. P mengakhiri pelajaran dengan mengucapkan salam pada S. P, J dan Ibu E kembali ke ruang guru. P dan J kemudian langsung berpamitan pada Ibu E, Ibu E mengatakan pada P bahwa Ibu E senang dengan *progress* S yang sudah mulai aktif dengan adanya *credit points*.

FIELD NOTE 7

Thursday, November 28th, 2013

Action 4 cycle 2

P dan J datang ke sekolah pada pukul 08.00 WIB dan langsung menuju ruang guru untuk menunggu Ibu E selesai mengajar. Pukul 08.30 saat Ibu E selesai mengajar, P dan J bersama Ibu E langsung menuju ke ruang kelas VIII B. P member salam pada S dan memeriksa daftar hadir S. kemudian P kembali mengingatkan S bahwa masih ada kesempatan untuk mendapatkan *credit points* pada hari itu bagi siapa saja yang melakukan *recite* didepan kelas. Pada awal pelajaran, P memberikan apersepsi mengenai *camping* sebagaimana teks *recount* yang akan diberikan pada hari itu berjudul *Family Camping*. Kemudian P meminta S untuk langsung menerapkan dua tahap awal pada teknik SQ3R, yaitu *survey* dan *question*. P hanya memberikan waktu pada mereka selama 15 menit. Setelah 15 menit, P meminta S untuk langsung

mencari jawaban pertanyaan yang mereka buat di tahap *question* dan kemudian hasilnya langsung dikumpulkan di meja P. Selanjutnya, P meminta S untuk melanjutkan pada tahap *reading* dan *recite*. P memberikan S waktu 15 menit untuk mempersiapkan diri untuk melakukan *recite* didepan kelas. Interaksi antara S dan P berjalan dengan lancar dan natural. S lebih termotivasi untuk menyelesaikan *recitation* mereka untuk mendapatkan *credit points*. S lebih aktif bertanya pada P jika mereka menemui kesulitan. S pun lebih berani ketika mengajukan diri untuk melakukan *recite* di depan kelas. Terbukti dengan S yang berlomba-lomba untuk melakukan *recite* di depan kelas, seakan tidak mau kalah dengan teman yang lain. P memonitor S dan memberikan *feedback* jika ada S yang bertanya ketika mereka menemui kesulitan dalam membuat *recitation*. Akhirnya, semua S berhasil melakukan *recite* didepan kelas dan semua mendapatkan *credit points*. Pada tahap akhir, tahap *review*, R memberikan S waktu 5 menit untuk melakukan *review* dan memberi kesempatan pada S untuk mengajukan pertanyaan terkait dengan teks yang mereka baca. Namun, tidak ada S yang bertanya pada P. Di akhir pelajaran, P mengatakan bahwa, *credit points* tersebut akan diserahkan pada Ibu E yang nantinya dapat memberikan nilai tambahan bagi S untuk nilai pelajaran bahasa Inggris di semester ini. R mengakhiri pelajaran dengan memberi salam pada S. setelah keluar dari ruang kelas, P dan J langsung berpamitan dengan Ibu E untuk meninggalkan sekolah.

2

INTERVIEW TRANSCRIPTS

Interview Transcript

Interview transcript 1

Interviewer : The Researcher (R)

Interviewee : The English Teacher (T)

Day/Date : Monday, 21 October 2013

Time : 09.00 a.m.

Place : Teachers' Office of SMPN 1 Jogonalan

R : Selamat pagi ibu, maaf ganggu waktunya sebentar ya bu. Saya mau tanya-tanya soal pembelajaran bahasa inggris di kelas ibu.

T : Oh iya, tidak apa-apa mas. ini mas Adit ya? Yang tempo hari datang ke sekolah sama anak KKN?

R : Iya betul bu.

T : Gimana mas, ada yang bisa saya bantu?

R : Gini bu, saya mau tanya soal pembelajaran bahasa inggris di kelas yang ibu ajar. Ya mulai dari kondisi saat pelajaran, kondisi siswa, dan lain-lain.

T : Ya begitu lah mas, namanya juga sekolah di desa, jadi kemampuannya masih dibawah standar. Kemudian juga, siswa-siswi masih banyak yang belum termotivasi, jadi kadang saya sendiri sudah *ngoyo* biar mereka *mudeng*, tapi mereka kadang masih *gak mudeng*.

T : Memangnya penelitiannya *njenengan* tentang apa mas Adit?

- R : Penelitian saya tentang penggunaan teknik SQ3R untuk *reading* bu. Jadi nanti teknik itu bisa membantu siswa untuk lebih memahami bacaan dan lebih mandiri dalam *reading*.
- T : Oh, bagus itu mas. Kebetulan juga, siswa disini memang sering kesulitan memahami bacaan mas. Terus juga masih mengandalkan gurunya kalau *gak* paham. Mungkin penelitian *njenengan* bisa membantu saya nantinya untuk menggunakan teknik itu tadi.
- R : Hehe, iya semoga bisa membantu bu. Terus kalau untuk media atau materi mengajar, biasanya ibu pakai apa ya?
- T : Yang jelas, saya pakai buku paket dan LKS, jadi yang utama biasanya buku paket, nanti untuk latihannya pakai LKS.
- R : Baiklah bu, mungkin segini dulu saya tanya nya, besok saya tanya ibu lagi setelah observasi.
- T : Silakan mas. Saya kan disini hanya membantu *njenengan* untuk penelitian. Lagipula, saya senang kalau ada yang penelitian, jadi bisa saya pelajari juga bahan penelitiannya.

Interview transcript 2

Interviewer : The Researcher (R)

Interviewee : The English Teacher (T)

Day/Date : Thursday, 31 October 2013

Time : 10.00 a.m.

Place : Teachers' Office of SMPN 1 Jogonalan

After Observation

- R : Makasih ya bu, tadi sudah boleh masuk kelas untuk observasi.
- T : Iya mas, sama-sama. Saya sengaja pilihkan kelas VIII-B karena memang untuk nilai ulangan terakhir kelas ini, nilai rata-ratanya yang paling rendah. Jadi semoga ada solusi untuk mengangkat nilai mereka kembali.
- R : Baiklah bu, biar besok saya penelitian di kelas VIII-B saja. Oh iya bu, tadi kan dikelas saya perhatikan siswa memang kurang memperhatikan ibu, kemudian juga kurang interaktif, dan sering mengandalkan ibu kalau mereka kesulitan memahami bacaan, apa memang selalu seperti itu kalau pelajaran bahasa inggris?
- T : Ya memang seperti itu mas. Mereka seperti *gak* punya motivasi untuk pelajaran bahasa inggris, saya sendiri kadang sampai bingung harus *gimana* biar mereka bisa termotivasi, bisa mandiri juga pada saat *reading*.
- R : Berarti jadi tantangan tersendiri juga ya bu?
- T : Ya begitu lah mas. hehehe
- R : Trus untuk RPP nya nanti apakah saya harus mengikuti format RPP punya ibu atau boleh pakai format saya sendiri bu?
- T : Terserah mas Adit saja, saya *manut*. Lha *wong* saya disini kan hanya membantu untuk penelitiannya *njenengan* saja. Hehehe. Oh iya, trus nanti mas Adit fokus ke jenis teks apa ya?
- R : Nanti saya fokus pada teks *recount* saja bu. Soalnya, saya lihat di kurikulum yang saya *download* dari internet, kalau ga salah semester 1 ini fokus untuk kelas VIII di teks *recount* ya bu?

- T : Iya mas, betul. Ya kalau begitu malah bagus mas. Jadi nanti mas Adit malah membantu saya melanjutkan materi kan. Hehehe
- R : Iya bu. Oh iya, buku paketnya judulnya apa ya bu?
- T : Ini mas (menyodorkan buku “The Bridge English Competence 2”). Nanti itu dibawa saja mas, saya pinjamkan untuk mas Adit sementara. Barangkali *njenengan* butuh tambahan materi dari buku itu. Saya punya dua koq.
- R : Wah baiklah bu, terima kasih banyak.
- T : Sama-sama mas Adit. Trus mau mulai penelitian tanggal berapa ya mas?
- R : Rencananya saya mulai penelitian tanggal 18 november bu, trus nanti penelitiannya sepertinya saya butuh 4 pertemuan bu. Tapi tanggal 4 november untuk pre-testnya kalau ibu berkenan saya mau minta waktu 1 jam pelajaran untuk *pre-test* bu, ini soal *pre-test* nya (sambil menyodorkan contoh soal *pre-test*).
- T : Silakan saja mas. nanti tanggal 4 itu biar saya masuk dulu 45 menit pertama, lalu mas Adit langsung melanjutkannya setelah itu, bagaimana?
- R : Baik bu, begitu juga boleh.

Interview transcript 3

Interviewer : The Researcher (R)

Interviewee : Student 1 (S1), Student 2 (S2), Student 3 (S3)

Day/Date : Thursday, 31 October 2013

Time : 12.30 p.m.

Place : VIII-B Classroom of SMPN 1 Jogonalan

After Observation

R : Hai dek, ni saya yang tadi mau ngobrol sebentar sama kalian bertiga, maaf ya, ganggu sebentar.

S1 : Iya mas, *ga apa-apa*.

R : Boleh tau nama kalian masing-masing *gak*?

S1 : Saya Chantika

S2 : Aku Ingar

S3 : Aku Anisa, mas.

R : Oke. Eh, kalian suka *ga* sama pelajaran bahasa inggris?

S3 : Lumayan suka mas

S1 : Saya suka

S2 : Aku lumayan suka

R : Trus kalian suka kesulitan *ga* di pelajaran bahasa inggris?

S1 : kalo saya sih kadang *males* baca teksnya mas, abisnya kadang ada beberapa kata yang saya *ga* mudeng mas, jadi bikin males kalo ada yang *ga* mudeng. Hehehe

S3 : iya mas, aku juga begitu. Hehe

S2 : kalo aku sih kalo misalnya bacaannya bagus, ya suka. Tapi kalo *engga*, ya *ga* suka. Hehehehe

- R : Oh gitu ya. Berarti materi bacaannya bisa dibilang kurang menarik ya?
- S2 : Ya gitu mas, jarang banget ada bacaan yang menarik, apalagi yang di LKS itu.
- S3 : Iya mas, bener tuh. Ga menarik bacaannya. Tambah lagi banyak kata-kata yang susah, jadi tambah males. Hahaha
- R : oh, gitu. Ya sudah deh, segitu dulu aja ngobrol-ngobrolnya. Makasih banyak ya adek-adek. Sampai ketemu minggu depan ya.
- S1,S2,S3 : Oke mas.

Interview transcript 4

Interviewer : The Researcher (R)

Interviewee : Student 1 (S1), Student 4 (S4)

Day/Date : Monday, 18 November 2013

Time : 01.30 p.m.

Place : VIII-B Classroom of SMPN 1 Jogonalan

Cycle 1a

- R : Eh dek Chantika, minta waktu lagi sebentar bisa ga? Mau ngobrol-ngobrol sebentar, sama kalian juga mau saya ajak ngobrol juga, bukan cuma Chantika aja, mau ya? Hehehe
- S1 : Iya mas, *monggo*
- R : Kalo kamu ini kan Anisa, kalo kamu siapa dek namanya, lupa aku. Hehehe
- S4 : Aku Alwiani mas

- R : Oke dek Anisa dan dek Alwiani. Menurut kalian, penggunaan teknik SQ3R ini membantu kalian pada saat *reading* ga?
- S1 : Iya mas, membantu banget, Aku sekarang bisa ngerjain soal lebih cepat dari biasanya. Cuma masalahnya, kadang ada kata-kata yang aku ga mudeng.
- S4 : Membantu mas. Kan kita pas survey bacaannya kita bisa sekalian bikin pertanyaan untuk kita sendiri. Jadi nanti kalo kita mau cari jawabannya kita udah tau posisinya ada dimana.
- R : Oh gitu ya. Berarti kalian udah bisa lancar pake teknik ini?
- S4 : Ya ga gitu juga mas, kalo yang suruh cerita didepan kelas masih bingung bikin cerita pake kata-kata sendiri mas. hehehe
- S1 : Iya mas, aku juga ga *pede* kalo maju cerita ke depan kelas, takut salah mas. hahaha
- R : Hahaha. Ya harusnya sih kalian *pede* aja kalo suruh cerita didepan kelas, kan ga ada salah atau benar, yang penting kalian cerita pake kalimat yang kalian bikin sendiri aja. Bukan cerita ulang teksnya pake kalimat dari teksnya.
- S1 : Ya kan kita belum terbiasa mas, bu Eko belum pernah nyuruh kita kaya gitu.
- R : Tapi kalian mudeng kan tahap-tahap tekniknya suruh ngapain aja?
- S4 : Mudeng koq mas, cuma masih belum biasa aja.
- R : Ya udah deh, besok kita coba lagi ya. Yang penting kalian jangan takut lagi kalo disuruh maju kedepan. Oke?
- S1, S4 : Oke mas, kita usahain. Hehehe

Interview transcript 5

Interviewer : The Researcher (R)

Interviewee : Student 5 (S5), Student 6 (S6)

Day/Date : Thursday, 21 November 2013

Time : 12.00 p.m.
Place : VIII-B Classroom of SMPN 1 Jogonalan
Cycle 1b

- R : Dek Faisal sama dek Fajar, bisa ngobrol sebentar?
- S5, S6 : Boleh, boleh mas.
- R : Gini, aku mau tanya-tanya soal teknik yang udah aku ajarin. Menurut kamu gimana tentang penggunaan teknik SQ3R?
- S5 : Bagus mas. sekarang jadi gampang buat jawab pertanyaan.
- S6 : Iya mas, saya juga jadi lebih *pede* kalo dikasih pertanyaan yang dari temen.
- R : Trus, kamu senang ga pake teknik SQ3R pada saat pelajaran?
- S6 : Senang mas, efektif buat jawab pertanyaan. Jadinya bisa berani jawab pertanyaan dari guru, kan nyari jawabannya gampang.
- R : Trus masih ada kesulitan ga pake teknik ini?
- S5 : Saya masih kesulitan sama yang *recite* itu, masih susah buat bikin pake kalimat sendiri. Lagipula saya masih malu kalo maju ke depan kelas, mas. hehe
- S6 : saya juga masih malu mas, takut salah juga. hehe
- R : Kalau masalah malu atau takut salah itu sebenarnya kalian ga perlu malu apalagi takut salah. Yang penting kalian bisa cerita didepan kelas pake kalimat kalian sendiri. Tapi kalo masih kesulitan ya biar saya bantu lagi besok ya. Kalo kalian malu dan takut salah terus, kapan beraninya?
- S5 : Iya mas. besok lagi pasti saya coba maju deh.
- S6 : Saya juga mas.
- R : Nah gitu donk. Masa kalian kalah sama yang *cewek*, yang *cewek* udah banyak yang berani maju koq. Ya udah ya. Segitu dulu aja ngobrolnya. Kapan-kapan ngobrol lagi boleh ya? Hehehe

S5, S6 : Oke mas.

Interview transcript 6

Interviewer : The Researcher (R)

Interviewee : English teacher (T)

Day/Date : Wednesday, 21 November 2013

Time : 12.30 p.m.

Place : Teachers' office of SMPN 1 Jogonalan

After Cycle 1

R : Permisi, bu. Maaf, ganggu sebentar bu.

T : Eh, mas Adit. *Monggo* silakan duduk. Gimana mas? Ada perlu apa ini?

R : hehe, gini bu, mau ngobrol-ngobrol sebentar aja.

T : Oh, silakan mas. saya juga sudah tidak ada jam lagi koq.

R : Mau tanya pendapat ibu tentang penggunaan teknik SQ3R sejauh ini bagaimana bu?

T : Sejauh ini sih sudah ada peningkatan di siswanya sendiri mas. mereka kelihatannya lebih bisa paham sama apa yang mereka baca ya.

R : Menurut ibu, bagaimana interaksi antara siswa dan guru selama proses penerapan teknik SQ3R?

T : Menurut saya bagus mas, saya lihat sekarang anak-anak jadi lebih berani untuk jawab pertanyaan dari gurunya. Mereka juga lebih berani untuk bertanya sama gurunya kalo ada kesulitan.

R : Trus, untuk teks yang saya berikan sendiri, apakah menarik untuk siswa bu?

T : iya mas, teksnya juga menarik. Setidaknya, berisi tentang tempat-tempat wisata yang mungkin mereka sendiri tidak tahu. Jadi mereka

penasaran sendiri akhirnya. Oh iya, ini kan sudah 2 pertemuan, pertemuan selanjutnya masih mau pake teknik ini mas?

R : iya bu, masih pake teknik yang sama. Gimana bu?

T : Ya tidak apa-apa mas kalau masih pake teknik yang sama, saya cuma mau kasih saran, kalo bisa anak-anak dikasih kesempatan lebih di tahap *recite* itu, jadi mereka semua bisa maju semuanya.

R : iya bu, saya juga sudah berpikir untuk lebih fokus pada tahap *recite* nya, karena memang baru setengah kelas yang berhasil maju ke depan kelas. Kalo untuk tahap *survey* dan *question* saya rasa mereka sudah bisa, hanya perlu dirutinkan saja.

T : nah, ya itu juga maksud saya. Takutnya nanti tidak semua siswa bisa maju ke depan kelas. Kan sayang-sayang to akhirnya.

R : Iya bu. Lumayan juga untuk melatih percaya diri siswa. Oh iya, apa ibu ada saran untuk saya?

T : Saya rasa tidak ada mas. Cuma itu saja tadi yang tahap *recite* itu.

R : Ya sudah bu, kalau begitu terima kasih sekali lagi atas sarannya bu. Nanti saya akan coba atur waktu pelajarannya biar semua siswa bisa maju. Saya sekalian mau pamit pulang dulu bu.

T : Iya mas, semoga besok anak-anak bisa lebih *pede* ya mas. Ya sudah, hati-hati di jalan mas.

Interview transcript 7

Interviewer : The Researcher (R)

Interviewee : Student 2 (S2), Student 7 (S7), Student 8 (S8)

Day/Date : Monday, 25 November 2013

Time : 12.30 a.m.

Place : VIII-B Classroom of SMPN 1 Jogonalan

Cycle 2a

- R : Eh, masih pada ngumpul disini. Yaudah, aku tanya-tanya kalian disini aja ya dek. Ga keburu-buru kan?
- S8 : Sante aja mas, mau tanya-tanya apa mas?
- R : ini dek Wulan, tadi kan saya udah ajarin kasih kesempatan buat kalian dapet *credit points* kalo bisa maju *recite* didepan kelas. Menurut kalian gimana?
- S8 : Jadi semangat mas hari ini, saya kan bisa dapet nilai tambah buat nilai bahasa inggris saya. Siapa tau nanti di raport jadi 8. Hahaha
- R : kalo dek Inggar gimana?
- S2 : ya sama mas, jadi semangat. Lagian sekarang jadi lebih *pede* soalnya semuanya kan juga pasti mau maju to, jadi ga mungkin kalo ga *pede*. Nanti malah ga jadi maju, ga dapet nilai juga. Hehe
- S7 : sama juga mas, aku juga gitu. Mas juga tadi kan banyak bantu kita bikin rangkuman itu kalo kita kesulitan, ya pasti jadi ga takut salah pas maju.
- R : Nah, akhirnya ya, kalian semuanya bisa maju juga. Coba kalo dari kemaren, kan pasti kalian jadi lebih *pede* tadi. Eh, tapi ada masukan lagi ga buat aku? Barangkali cara ngajarku, atau materi yang aku kasih mungkin?
- S2 : Kalo materi sih aku seneng mas, lebih menarik dari yang ada di LKS. Tapi kalo mas ngajarnya agak kecepetan, masa ngasih waktu buat bikin *recite* cuma 15 menit, kurang mas.
- S7 : iya mas, cepet banget.
- R : Oh, kalo itu sih maksud saya kan biar semuanya bisa maju, kalo kelamaan nanti ada yang ga sempet maju kan kasian, nanti ga dapet nilai. Lagian tadi juga belum 15 menit dek Wulan udah ngantri nomer berapa itu tadi buat maju. Ya kan dek Wulan?
- S8 : hehe, iya mas. aku ngantri ke-6 tadi.

R : tu kan, buktinya dek Wulan bisa, masa kalian ga bisa. Malu ah. Hahaha. Ya udah deh, makasih ya ngobrol-ngobrolnya. Pertemuan besok kan saya terakhir tuh, yang lebih semangat dan aktif lagi ya dikelas. Oke? Jangan malu-malu juga kalo mau tanya. Hehehe

S2, S7, S8 : Siap mas.

Interview transcript 8

Interviewer : The Researcher (R)

Interviewee : Student 9 (S9), Student 10 (S10), Student 11 (S11)

Day/Date : Thursday, 28 November 2013

Time : 12.30 p.m.

Place : VIII-B Classroom of SMPN 1 Jogonalan

Cycle 2b

R : Eh, udah pada disini *to*. Hehe. Aku interview sebentar ya.

S9, S10, S11 : siap mas.

R : Oke, aku mulai dari dek Miraq. Menurut kamu gimana tentang penggunaan teknik SQ3R?

S9 : Bagus mas. Sekarang kalo baca teks jadi lebih gampang, buat jawab soal ujian kayanya membantu banget mas.

R : kalo dek Khoirul gimana?

S10 : Yang jelas sih gampang buat jawab pertanyaan dari mas. hehehe

R : sekarang dek Joy, apa kamu bisa lebih memahami isi bacaan kalo pake teknik SQ3R?

S11 : Iya mas. Sekarang bisa lebih gampang buat mudeng?

R : Alasannya?

S11 : Dari awal kan suruh *survey*, trus ada juga yang sebelum *recite* tu, kan suruh baca lagi *to*. Kalo pas *survey* ada yang saya belum paham, bisa baca lagi deh. Jadi lebih paham. Hehehe

- R : Ooo, gitu. Lha terus, apakah kalian jadi lebih termotivasi dengan adanya *credit points* ini?
- S9 : Ya jelas mas. kan kalo saya dapet nilai tambahan bisa untuk tambah nilai bahasa inggris saya di raport.
- S10 : iya mas, saya juga ngerasa mau ga mau harus berani maju. Masa temen-temen saya dapet nilai saya *engga*. Hehehe
- S11 : saya juga mas, yang jelas saya sih ngejar nilainya mas. hahaha
- R : Haha. Lha kalo misalnya besok-besok ibu Eko ngajar lagi, trus nyuruh kalian pake teknik ini gimana? Kalian masih mau pake teknik ini juga?
- S10 : Iya mas, itung-itung latihan buat nanti ujian. Lumayan lho mas, ngirit waktu buat jawab soal.
- S9 : kalo pake teknik ini, saya bisa lewatin dulu bacaan yang agak susah, nanti kalo yang susah itu kan bisa saya ulangin bacanya lagi, sekalian cari jawaban di bacaan itu.
- R : Alhamdulillah deh, kalo emang membantu kalian. Setidaknya, kalian bisa tambah *skill* kalian di reading
- S11 : iya mas.
- R : oke deh, gitu aja ya dek ya. Makasih lho udah mau tak tanya-tanya. Besok masih ada *test* lagi dari saya. Soalnya ga susah koq, jadi kalian ga usah takut. Hehehe
- S9, S10, S11 : Sip mas.

Interview transcript 8

Interviewer : The Researcher (R)

Interviewee : English Teacher (T)

Day/Date : Thursday, 28 November 2013

Time : 1.00 p.m.

Place : VIII-B Classroom of SMPN 1 Jogonalan

After Cycle 2

- R : Siang bu, mau wawancara lagi nih bu.
- T : Siang mas Adit. *Monggo* silakan. Gimana gimana?
- R : Ini bu, mau wawancara ibu tentang penelitian saya dan sekalian saya juga mau menyerahkan laporan *credit points* yang tahap *recite*. Ya 2 pertemuan terakhir kan semua siswa sudah berhasil maju *recite* didepan kelas. Saya hanya kasih nilai 1 untuk 1 kesempatan maju. Berarti semua siswa dapat nilai dua di dua kesempatan. Untuk *convert* nilai mereka ke nilai pelajaran mereka, saya rasa itu kewenangan ibu sebagai gurunya. Bagaimana menurut ibu?
- T : iya mas, kalau itu sudah saya pikirkan tadi, nanti biar saya sendiri yang masukkan nilai tambahan itu ke nilai mereka masing-masing. Saya senang juga, akhirnya mereka berani maju semua. Hehe
- R : Menurut ibu, apakah *credit points* ini bisa membuat siswa lebih termotivasi dalam pelajaran bahasa inggris?
- T : Iya mas, anak-anak memang begitu mas kalau ada tugas pun pasti tanya apa tugasnya dinilai atau tidak. Kalau saya bilang dinilai pasti mereka semangat.
- R : Trus, kalo secara keseluruhan, teknik ini membantu siswa dalam *reading* ga bu? Atau bahkan *skill* mereka di *reading* juga meningkat?
- T : Jelas itu mas. Saya lihatnya sih mereka jauh lebih *pede*. Itu yang paling penting. Semoga nanti kalo saya yang pake teknik ini, siswa tetep lebih aktif dan *pede*.
- R : Apa ada saran khusus untuk saya bu atau kritik mungkin?
- T : kalo saran saya secara keseluruhan sih, semoga nantinya mas Adit tetep mau belajar untuk mengajar siswa lebih baik lagi. Toh nantinya mas Adit jadi guru juga *to*. Semoga juga, penelitiannya ini berhasil dan skripsinya cepat selesai, cepat lulus juga.

- R : iya bu. Terima kasih untuk saran dan doanya. Terima kasih juga sudah banyak membantu saya dalam penelitian ini. Saya terlalu merepotkan ibu kayanya. Hehehe
- T : Sama-sama mas Adit, ini juga sudah jadi kewajiban saya membantu mahasiswa seperti mas Adit, karena kita mungkin bergerak dibidang yang sama.
- R : Apa ibu kedepannya mau menggunakan teknik SQ3R ini?
- T : mungkin akan saya coba di semester depan, karena ini kan sudah dekat ujian semester, jadi tidak ada waktunya. Tapi saya akan coba disemester depan. Khususnya untuk kelas lain.
- R : baiklah bu, sekali lagi saya ucapkan terima kasih, sekalian saya pamit pulang bu. Mohon maaf kalo sudah merepotkan, dan mohon maaf juga kalo ada banyak salah ya bu/
- T : Sama-sama mas. Terima kasih juga sudah berkenan penelitian disini. Hati-hati di jalan ya mas.

3

OBSERVATION CHECKLISTS

Observation Checklist of the Teaching and Learning Process of Reading through *SQ3R* Technique

Instruction :

1. It should be completed by the collaborator.
2. The collaborator checks (v) to Yes/ No column based on the real condition. “Yes” if the researcher or the students did it while “No” if the researcher or the students did not do it.

No : Observation sheet 1
 Cycle : 1
 Action : 1
 Day, date : Monday, November 18th , 2013

No	Observation Items	Yes	No	Description
A	Pre-teaching			
1.	The researcher greets the students.	v		
2.	The students respond to the greeting.	v		
3.	The researcher asks the students' condition.	v		
4.	The students tell their condition to the researcher.	v		
5.	The students tell who is absent.		v	There was no student is absent.
6.	The researcher gives an apperception of the material.	v		
B	Whilst-teaching			
1.	The researcher explains the materials.	v		
2.	The researcher uses media	v		
3.	The students respond toward the researcher's explanation.	v		
4.	The researcher explains the steps of SQ3R technique.	v		
5.	The researcher gives chances to the students to ask the questions.	v		
6.	The students ask the questions.	v		
7.	The researcher asks the students to implement the SQ3R technique.	v		
8.	The researcher gives the	v		

	instruction.			
9.	The students listen and follow the researcher's instruction.	v		
10.	The students cooperate well in the reading activities.	v		
11.	The researcher gives chances for students to ask before ending the lesson.	v		
C	Post-teaching			
1.	The researcher and the students summarize the lesson.	v		
2.	The researcher explains the topic for the next meeting.	v		
3.	The researcher says good-bye.	v		

No : Observation sheet 2
 Cycle : 1
 Action : 2
 Day, date : Thursday, November 21st, 2013

No	Observation Items	Yes	No	Description
A	Pre-teaching			
1.	The researcher greets the students.	v		
2.	The students respond to the greeting.	v		
3.	The researcher asks the students' condition.	v		
4.	The students tell their condition to the researcher.	v		
5.	The students tell who is absent.	v		
6.	The researcher asks students about the last lesson.	v		
7.	The researcher gives an apperception of the material.	v		
B	Whilst-teaching			
1.	The students are ready to learn the materials.	v		
2.	The researcher explains the materials.	v		

3.	The researcher uses media.	v		
4.	The students respond toward the researcher's explanation.	v		
5.	The researcher asks the students to implement the SQ3R technique.	v		
6.	The researcher gives chances to the students to ask the questions.	v		
7.	The students ask the questions.		v	
8.	The researcher gives the instruction			
9.	The students listen and follow the researcher's instruction.	v		
10.	The students cooperate well in the reading activities.	v		
11.	The researcher gives chances for students to ask before ending the lesson.	v		
C	Post-teaching			
1.	The researcher and the students summarize the lesson.	v		
2.	The researcher explains the topic for the next meeting.	v		
3.	The researcher says good-bye.	v		

No : Observation sheet 3
 Cycle : 2
 Action : 3
 Day, date : Monday, November 25th, 2013

No	Observation Items	Yes	No	Description
A	Pre-teaching			
1.	The researcher greets the students.	v		
2.	The students respond to the greeting.	v		
3.	The researcher asks the students' condition.	v		
4.	The students tell their condition to the researcher.	v		
5.	The students tell who is absent.		v	There was no student is absent
6.	The researcher asks students about	v		

	the last lesson.			
7.	The researcher explains about the credit points as the reward	v		
8.	The researcher gives an apperception of the material.	v		
B	Whilst-teaching			
1.	The students are ready to learn the materials.	v		
2.	The researcher explains the materials.	v		
3.	The researcher uses media.	v		
4.	The students respond toward the researcher's explanation.	v		
5.	The researcher asks the students to implement the SQ3R technique.	v		
6.	The researcher gives chances to the students to ask the questions.	v		
7.	The students ask the questions.		v	
8.	The researcher gives the instruction			
9.	The students listen and follow the researcher's instruction.	v		
10.	The students cooperate well in the reading activities.	v		
11.	The researcher gives chances for students to ask before ending the lesson.	v		
C	Post-teaching			
1.	The researcher and the students summarize the lesson.	v		
2.	The researcher explains the topic for the next meeting.	v		
3.	The researcher says good-bye.	v		

No : Observation sheet 4

Cycle : 2

Meeting : 4

Day, date : Thursday, November 28th, 2013

A	Pre-teaching			
1.	The researcher greets the students.	v		
2.	The students respond to the	v		

	greeting.			
3.	The researcher asks the students' condition.	v		
4.	The students tell their condition to the researcher.	v		
5.	The students tell who is absent.		v	There was no student is absent
6.	The researcher asks students about the last lesson.	v		
7.	The researcher explains about the credit points as the reward	v		
8.	The researcher gives an apperception of the material.	v		
B	Whilst-teaching			
1.	The students are ready to learn the materials.	v		
2.	The researcher explains the materials.	v		
3.	The researcher uses media.	v		
4.	The students respond toward the researcher's explanation.	v		
5.	The researcher asks the students to implement the SQ3R technique.	v		
6.	The researcher gives chances to the students to ask the questions.	v		
7.	The students ask the questions.		v	
8.	The researcher gives the instruction			
9.	The students listen and follow the researcher's instruction.	v		
10.	The students cooperate well in the reading activities.	v		
11.	The researcher gives chances for students to ask before ending the lesson.	v		
C	Post-teaching			
1.	The researcher and the students summarize the lesson.	v		
2.	The researcher explains the topic for the next meeting.		v	This was the last meeting of the research.
3.	The researcher says good-bye.	v		

4

TEST

READING TEST

Name :

Class :

Read the text and answer the questions by crossing (X) one of the provided options.

Questions 1 – 3 are based on the following text.

Last week, Mrs. Riana went to Bukittinggi with her husband, Mr. Sahal, and her daughter, Shelly.

Arriving in Bukittinggi, Mrs. Riana directly went to her relatives' houses. She met them and shook hands with them. They talked one another about their family and their experience. She also apologized to them because it was still Lebaran situation.

On the second day, she went to Sianok Canyon with her daughter. She took some pictures because the scenery was very beautiful there.

On the third day, she came back to Jakarta. She departed from Minangkabau Airport at 10:00 A.M. and arrived in Jakarta at 10:45 A.M.

The trip was tiring, but she enjoyed it.

(Adapted from <http://whywine.wordpress.com/2010/05/05/contoh-recount-text/>)

1. With whom did Mrs. Riana went to Sianok Canyon?

- | | |
|---------------------------------|-----------------------------|
| a. Her husband and her daughter | c. Her daughter and her son |
| b. Her husband and her son | d. Her sister and daughter |

2. She apologized to them. The underlined word is closest in meaning to

- | | |
|------------|-------------|
| a. forgave | c. borrowed |
| b. lend | d. talked |

3. What does the word “they” in the line 4 refer to?

- | | |
|-------------------------------|---------------------------------|
| a. Mrs. Riana and Mr. Sahal | c. Mrs. Riana and her daughter |
| b. Mr. Sahal and his daughter | d. Mrs. Riana and her relatives |

Questions 4 – 7 are based on the following text.

Last year, I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

(Adapted from Let's talk for SMP grade VIII)

4. What is the best title for the text above?

- | | |
|-----------------------------|----------------------------------|
| a. Travelling with friends | c. A Group of New Zealand Divers |
| b. Diving in Bunaken Island | d. An Enjoyable Trip |

5. The event on the recount text tells us about

- | | |
|------------------------------|-------------------------------|
| a. introduction to the story | c. what happened in the story |
| b. the places of the story | d. end of the story |

6. What is the orientation of the story above?

- a. Last year, I left New Zealand for Bunaken Island
 - b. Soon after our arrival at Bunaken, we got a general briefing
 - c. Then, we began our diving
 - d. In summary, the trip was mostly enjoyable
7. The communicative purpose of the text is to....
- a. describe someone
 - b. entertain the readers
 - c. report the news
 - d. retell the past experience

Questions 8 – 12 are based on the following text.

Travel on the Plane for the First Time

When I was young, I did not really like travelling. I preferred playing games on the computer. I never travelled abroad on the plane until 1998. At that time, I was 21 years old.

My first trip was a 4-day trip to Taipei. Before I came to the airport, I did not know how to check-in. All procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at that time.

After that trip, I like travelling. I also travelled to Korea, France, Germany, Switzerland, Italy, and Austria.

(Adapted from: www.simonblog.com)

8. The writer had first travel on the plane when
- a. he was older than 21 years old
 - b. he was above 21 years old
 - c. he was 21 years old
 - d. he was under 21 years old
9. The writer's first destination in his first trip was
- a. Korea
 - c. Germany

- b. Taipei d. Switzerland

10. The writer spent . . . days in his first trip.

- a. 2 c. 4
b. 3 d. 5

11. The writer felt . . . when the plane took off.

- a. confused c. afraid
b. excited d. worried

12. After his first trip, the writer also went to some countries, EXCEPT

- a. Germany c. England
b. France d. Italy

Questions 13 – 16 are based on the following text.

Last year, I spent my holiday in Jogjakarta. I went there by bus. My bus departed at seven o'clock sharp in the morning. In the middle of the trip, the bus suddenly stopped. I felt afraid immediately. I thought about bad things that could happen on the street. Then I saw the driver's assistant got off the bus. After he returned, he told me and the other passengers that there was a road accident and the police already handled it. However, my bus could go nowhere for a while. My bus was trapped in the queue for about three and a half hours. I finally arrived at Giwangan Bus Station at dawn. It was the most tiring trip I ever had.

13. What is the best topic of the text above?

- a. Getting trapped in the road accident c. My exciting trip
b. Getting trapped in the bus accident d. My tiring trip

14. What happened to the bus?

- a. It hit Giwangan Bus Station. c. It ran out of gas.
b. It collided with the other cars. d. It got trapped in the road accident.
15. “My bus was trapped in the queue for about three and a half hours.” The underlined word has the following meaning, EXCEPT
- a. lining up c. waiting in line
b. following up d. standing in line
16. “. . . the police already handled it. The word “it” in the fifth line of the paragraph above refers to
- a. the street c. the bus accident
b. the trip d. the road accident

Questions 17 – 25 are based on the following text.

My Holiday

Last week I went to Mount Bromo. I stayed at my friend’s house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

(Adapted from: www.andrewseaton.com)

17. The writer went to . . . last week
- a. Mount Batok
 - b. Mount Probolinggo
 - c. Mount Bromo
 - d. Mount East Java
18. He stayed at
- a. his friend's hotel
 - b. his friend's house
 - c. his friend's apartment
 - d. his friend's office
19. What did the writer do in the morning?
- a. He saw Mount Bromo.
 - b. He went to the zoo.
 - c. He went home.
 - d. He saw Mount Batok.
20. The writer felt . . . when he rode on horseback.
- a. scared
 - b. tired
 - c. angry
 - d. hungry
21. The house that has a big garden with colorful flowers and a small pool is the house of
- a. the writer's aunt
 - b. the writer's grandfather
 - c. the writer's friend
 - d. the writer's uncle
22. After looking at the mountain closer, the writer had lunch
- a. under the big tree
 - b. under the big roof
 - c. at the zoo
 - d. at home
23. After having lunch, the writer
- a. went home
 - b. went to the zoo
 - c. went to his grandfather's house
 - d. went to the swimming pool

24. These activities are activities the writer did in his holiday, EXCEPT
- | | |
|----------------------------------|-----------------------------------|
| a. riding a horse | c. visiting a zoo |
| b. taking a rest in a restaurant | d. enjoying the beautiful scenery |
25. Who were involved on the story above?
- | | |
|-------------------------------|---------------------------------------|
| a. The writer and his friend | c. The writer and his family |
| b. The writer and his teacher | d. The writer and his friend's family |

Questions 26 – 30 are based on the following text.

Going to the Sea

My family likes the sea very much. We had a holiday last year to a place at the seaside and borrowed a boat from one of our friends. Then we sailed and fished on the sea all day. We also had races against other boats.

When the sea was rough, we sailed on a small lake near the sea instead. We were very careful on this lake because there were a lot of sharp rocks there, and the water was shallow. We did not want to damage our friend's boat.

There were not many fish in the lake, but in the sea we caught a lot with a hook, line, and small pieces of bread. The fish were not very big, but they tasted very good. When the weather was fine, we sailed to the land at lunch time, collected pieces of dry wood and fried or grilled our fish over them on the beach.

There is an island about a mile from our friend's house, and we sailed to it. The water was very clean there, and there was a beautiful beach with white sand and no rocks. We bathed there. It was a lot of fun.

(Adapted from: L.A. Hill, 1963)

26. When did the writer and his family go to the sea?

- a. Last year
- b. Last month
- c. Last week
- d. Last night

27. They borrowed the boat from

- a. one of our cousins
- b. one of our father's friends
- c. one of our friends
- d. one of our mother's friends

28. They . . . on the boat.

- a. walked
- b. sailed
- c. flew
- d. swam

29. They went to . . . when the sea was rough.

- a. a small island
- b. a small beach
- c. a small hotel
- d. a small lake

30. "There is an island about a mile from our friend's house, and we sailed to it".

The word 'it' refers to

- a. beach
- b. island
- c. boat
- d. water

The Answer Key

1. A	11. B	21. C
2. A	12. C	22. A
3. D	13. A	23. D
4. B	14. D	24. B
5. C	15. B	25. A
6. A	16. D	26. A
7. D	17. C	27. C
8. C	18. B	28. B
9. B	19. D	29. D
10. C	20. A	30. B

A = 8

B = 8

C = 7

D = 7

5

STUDENTS' SCORES

DAFTAR SISWA KELAS VIII-B
SMP NEGERI 1 JOGONALAN TAHUN PELAJARAN 2013 / 2014

NO	NAMA	PRE – TEST	POST – TEST
1	ADE TIYAS SUKMAWATI	53	67
2	AFENTYA	63	70
3	AFRIYANTI PUTRI KUSUMA	63	73
4	AGUNG APRIYANTO	53	63
5	AGUS BAMBANG SUGIARTO	57	67
6	ALTALARIX BAGUS RAMADHAN	57	73
7	ALWIANI DYAH PRAMESWARI	70	77
8	ANISA NUR RAHMASARI	70	80
9	ARUM SEPTI ANDRIYANI	57	73
10	BERTA RITA ANANDA	60	73
11	BERY PRADANA UTAMA	47	70
12	CHANDRA DWI ARIANTI	47	70
13	CHANTIKA FATATUN SAFA	73	83
14	DELLA ALVIONITA	63	73
15	DENY HERJUNO	40	67
16	DIKY WAHYU PRANANDA	47	63
17	FAISAL NURRAHMAN	40	57
18	FAJAR FATHONY	43	63
19	GILANG ADI VERNANDA	57	80
20	INGGAR KRISTIN MAYAWI	73	87
21	IVAN APRIYANTO	57	67
22	JOY DICKY PRATAMA	47	60
23	KHOIRUL SYAMSUL BAHARUDDIN	43	53
24	MARENDRA NANDA KURNIAWAN	50	67
25	MIRAQ KURNIAWAN SYAH	80	87
26	NADILA ARVIANTI	53	67
27	WASIS MURNIATI	47	67
28	WINDY EKA WIJAYANTI	57	70
29	WULAN AWALI RAMADHANI	67	77
30	YAN WISNU RAMADHI	43	63
31	ZIEGE LINTANG KURNIA JATI	50	67
	RATA -RATA	56	70

6

COURSE GRID AND LESSON PLANS

IMPROVING THE EIGHTH GRADE STUDENTS' READING SKILL THROUGH SQ3R TECHNIQUE IN SMPN 1 JOGONALAN

COURSE GRID OF USING SQ3R TECHNIQUE



Class/ Semester : VIII/ 1st semester
Academic years : 2013/2014
School : SMPN 1 JOGONALAN
Skill : Reading

Standar Kompetensi: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Indikator	Materi			Kegiatan Pembelajaran menggunakan SQ3R	Text
		Grammar	Kosa Kata	Fungsi		
5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	<p>- Siswa dapat menemu-kan makna gagasan pada teks <i>recount</i></p> <p>- Siswa dapat menemu-ka makna tekstual dalam teks <i>recount</i></p> <p>- Siswa dapat memahami langkah retorika teks <i>recount</i></p> <p>- Siswa dapat menemukan tujuan komunikatif teks <i>recount</i></p> <p>- Siswa dapat menemukan ciri kebahasaan</p>	<p>sentences in simple past tense S + Verb 2 + Object</p>	<p>- Verb: travel-traveled go-went tell-told explain-explained stay-stayed stop-stopped eat-ate buy-bought enjoy-enjoyed</p> <p>- Noun: Passport Tour Souvenirs</p>	Recount text	<p>- Survey Sebelum membaca text, siswa diarahkan untuk mensurvei text dengan cara melihat:</p> <ul style="list-style-type: none"> ▪ Judul text ▪ Gambar atau diagram (bila ada) ▪ Membaca paragraph paling awal dan paragraph paling akhir ▪ Membuat kesimpulan mengenai text apa yang akan mereka baca. <p>- Question Setelah tahap survey, pada tahap ini siswa dibimbing untuk membuat pertanyaan dari judul yang mereka baca. Pertanyaan dapat berupa 'kira-kira text ini bercerita tentang apa' dan 'hal apa saja yang sudah saya ketahui mengenai text ini.'</p> <p>- Read Pada tahap ini, siswa diminta untuk membaca text secara keseluruhan dan mencoba menjawab pertanyaan yang dibuat pada tahap 'question'. Siswa diminta untuk berhenti dan membaca ulang paragraph yang sulit untuk dimengerti</p>	<p style="text-align: center;">Travelling</p> <p>Mr. and Mrs. Charly were on a tour to Europe. They were travelling on a guided tour to five countries. They were going to travel through The Netherland, Belgium, Germany, Switzerland, and France for two weeks.</p> <p>The guide for the tour was a Swiss. On the day of the travel the guide told them to check their passports, their traveler cheques, and their foreign cash. He told them to keep them safely.</p> <p>They traveled in a comfortable coach with a toilet, music, and video. The guide stopped the coach at many famous places. He explained the cultural importance of the places. They stayed in big hotels for the night and ate in the restaurants.</p> <p>On the way, they stopped at small inns to eat lunch. In big towns, they went for shopping. They bought many souvenirs for their friends. They enjoyed the two-week tour.</p>

	teks teks <i>descriptive</i> dan <i>recount</i>				<p>dan mengurangi kecepatan membaca pada saat mereka menemui paragraf yang sulit. Selain itu siswa juga diminta untuk membaca paragraf sekali dan membaca ulang paragraf tersebut setelah menyelesaikan paragraf dibawahnya.</p> <p>- Recite Pada tahap ini, siswa diminta untuk menceritakan kembali teks yang mereka baca dengan menggunakan kalimat mereka sendiri didepan kelas.</p> <p>- Review Pada tahap ini siswa diminta untul <i>me-review</i> kembali text yang mereka baca.</p>	
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<p>5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>- Siswa dapat menemu-kan makna gagasan pada teks <i>recount</i></p> <p>- Siswa dapat menemu-ka makna tekstual dalam teks <i>recount</i></p> <p>- Siswa dapat memahami langkah retorika teks <i>recount</i></p> <p>- Siswa dapat menemukan tujuan komunikatif teks <i>recount</i></p> <p>- Siswa dapat menemukan ciri kebahasaan teks <i>descriptive</i></p>	<p>sentences in simple past tense S + Verb 2 + Object</p>	<p>- Verb: visit-visited go-went watch-watched take-took play-played make-made</p> <p>- Noun: Rock Temple Jet Ski Banana-boat Speed-boat Souvenirs</p>	<p>Recount text</p>	<p>- Survey Sebelum membaca text, siswa diarahkan untuk mensurvei text dengan cara melihat:</p> <ul style="list-style-type: none"> ▪ Judul text ▪ Gambar atau diagram (bila ada) ▪ Membaca paragraph paling awal dan paragraph paling akhir ▪ Membuat kesimpulan mengenai text apa yang akan mereka baca. <p>- Question Setelah tahap survey, pada tahap ini siswa dibimbing untuk membuat pertanyaan dari judul yang mereka baca. Pertanyaan dapat berupa ‘kira-kira text ini bercerita tentang apa’ dan ‘hal apa saja yang sudah saya ketahui mengenai text ini.’</p> <p>- Read Pada tahap ini, siswa diminta untuk membaca text secara keseluruhan dan mencoba menjawab pertanyaan yang dibuat pada tahap ‘question’. Siswa diminta untuk berhenti dan membaca ulang paragraph yang sulit untuk dimengerti dan mengurangi kecepatan membaca pada saat mereka</p>	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">MY HOLIDAY IN BALI</p> <p>When I was 2nd grade of senior high school, my friends and I went to Bali. We spent our holiday there for three days. We got many unforgettable experiences during the holiday.</p> <p>On the first day, we visited Sanur Beach in the morning. We watched a beautiful sunrise together. It was the most beautiful scenery we ever had. Then, we went to Tanah Lot, a large offshore rock with a temple on the top. In Tanah Lot, we took many pictures due to its beautiful scenery.</p> <p>Second day, we enjoyed the day at Tanjung Benoa beach. We played so many water sports such as banana boat, Jet Ski, speedboat, etc. We also visited Penyu Island to see many unique animals. They were turtles, snakes, and see birds. We were very happy. In the afternoon, we went to Kuta Beach to see an amazing sunset.</p> </div>
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	dan <i>recount</i>				<p>menemui paragraf yang sulit. Selain itu siswa juga diminta untuk membaca paragraf sekali dan membaca ulang paragraf tersebut setelah menyelesaikan paragraf dibawahnya.</p> <p>- Recite Pada tahap ini, siswa diminta untuk menceritakan kembali teks yang mereka baca dengan menggunakan kalimat mereka sendiri didepan kelas.</p> <p>- Review Pada tahap ini siswa diminta untul <i>me-review</i> kembali text yang mereka baca.</p>	<p>On the last day, we went to Sangeh. It is a forest which is inhabited by many monkeys. We made a close interaction with them. We were not afraid to them because they were tame monkeys. After that, we visited Joger and Pasar Sukowati to buy some souvenirs.</p> <p>My Holiday in Bali was an unforgettable holiday.</p> <p><i>Adapted from :</i> <u>http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html</u></p>
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<p>5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>- Siswa dapat menemu-kan makna gagasan pada teks <i>recount</i></p> <p>- Siswa dapat menemu-ka makna tekstual dalam teks <i>recount</i></p> <p>- Siswa dapat memahami langkah retorika teks <i>recount</i></p> <p>- Siswa dapat menemukan tujuan komunikatif teks <i>recount</i></p> <p>- Siswa dapat menemukan ciri kebahasaan teks <i>descriptive</i></p>	<p>sentences in simple past tense S + Verb 2 + Object</p>	<p>- Verb: decide-decided</p> <p>leave-left</p> <p>arrive-arrived</p> <p>climb-climbed</p> <p>happen-happened</p> <p>stick-stuck</p> <p>move-moved</p> <p>jump-jumped</p> <p>ask-asked</p> <p>push-pushed</p> <p>stop-stopped</p> <p>lean-leaned</p> <p>work-</p>	<p>Recount text</p>	<p>- Survey Sebelum membaca text, siswa diarahkan untuk mensurvei text dengan cara melihat:</p> <ul style="list-style-type: none"> ▪ Judul text ▪ Gambar atau diagram (bila ada) ▪ Membaca paragraph paling awal dan paragraph paling akhir ▪ Membuat kesimpulan mengenai text apa yang akan mereka baca. <p>- Question Setelah tahap survey, pada tahap ini siswa dibimbing untuk membuat pertanyaan dari judul yang mereka baca. Pertanyaan dapat berupa ‘kira-kira text ini bercerita tentang apa’ dan ‘hal apa saja yang sudah saya ketahui mengenai text ini.’</p> <p>- Read Pada tahap ini, siswa diminta untuk membaca text secara keseluruhan dan mencoba menjawab pertanyaan yang dibuat pada tahap ‘question’. Siswa diminta untuk berhenti dan membaca ulang paragraph yang sulit untuk dimengerti dan mengurangi kecepatan membaca pada saat mereka</p>	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">AN UNFORGETTABLE TRIP TO BROMO</p> <p>Last holiday, my friends and I decided to go to Bromo, We left from Semarang in the afternoon, After a very long and tiring trip, we finally arrived in Probolinggo, we arrived at the hotel at 2 p.m. and, as soon as possible, were ready for our trip to the mountain.</p> <p>Driving on our 1997 Suzuki Carry, we climbed Penanjakan hill to enjoy the sunrise. It was amazing. From Penanjakan, we left for Bromo. during our trip a horrible thing happened. Although Bromo is lower than Penanjakan, Our trip is very difficult. While our car was slowly climbing the mountain, it suddenly stuck on a steep road. It slowly moved backward. We quickly jumped out of the car.</p> <p>The driver asked us to push the car and we did so accordingly. We pushed the car but the engine couldn't start. Finally, we were too tired to push. We stopped and leaned our backs to the car to stop it sliding backward. It was horrible. All of us were desperate. After thirty minutes, the engine worked again. I thought that it was an overheat problem. We cried in happiness. Then we continued our journey.</p> </div>
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	dan <i>recount</i>		<p>worked</p> <p>think- thought</p> <p>cry-cried</p> <p>continue- continued</p> <p>- Noun: Hill Mountain Car Trip Engine</p>	<p>menemui paragraf yang sulit. Selain itu siswa juga diminta untuk membaca paragraf sekali dan membaca ulang paragraf tersebut setelah menyelesaikan paragraf dibawahnya.</p> <p>- Recite Pada tahap ini, siswa diminta untuk menceritakan kembali teks yang mereka baca dengan menggunakan kalimat mereka sendiri didepan kelas.</p> <p>- Review Pada tahap ini siswa diminta untuk <i>me-review</i> kembali text yang mereka baca.</p>	
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<p>5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>- Siswa dapat menemu-kan makna gagasan pada teks <i>recount</i></p> <p>- Siswa dapat menemu-ka makna tekstual dalam teks <i>recount</i></p> <p>- Siswa dapat memahami langkah retorika teks <i>recount</i></p> <p>- Siswa dapat menemukan tujuan komunikasi teks <i>recount</i></p> <p>- Siswa dapat menemukan ciri kebahasaan teks <i>descriptive</i></p>	<p>sentences in simple past tense S + Verb 2 + Object</p>	<p>- Verb: decide-decided go-went arrive-arrived set-set have-had find-found prepare-prepared ask-asked get-got come-came cook-cooked make-made help-helped sing-sang</p>	<p>Recount text</p>	<p>- Survey Sebelum membaca text, siswa diarahkan untuk mensurvei text dengan cara melihat:</p> <ul style="list-style-type: none"> ▪ Judul text ▪ Gambar atau diagram (bila ada) ▪ Membaca paragraph paling awal dan paragraph paling akhir ▪ Membuat kesimpulan mengenai text apa yang akan mereka baca. <p>- Question Setelah tahap survey, pada tahap ini siswa dibimbing untuk membuat pertanyaan dari judul yang mereka baca. Pertanyaan dapat berupa 'kira-kira text ini bercerita tentang apa' dan 'hal apa saja yang sudah saya ketahui mengenai text ini.'</p> <p>- Read Pada tahap ini, siswa diminta untuk membaca text secara keseluruhan dan mencoba menjawab pertanyaan yang dibuat pada tahap 'question'. Siswa diminta untuk berhenti dan membaca ulang paragraph yang sulit untuk dimengerti dan mengurangi kecepatan membaca pada saat mereka</p>	<p style="text-align: center;">FAMILY CAMPING</p> <p>Last holiday, my family and I decided to go camping on a hill in Guci, Tegal. We went there by a car. When arrived at the hill, we went to find a camping site near the lake below the hill. Unfortunately, there were many campers had set up their tents near the lake. We decided to find another site to set up the tents. Finally, we found a good site near the big tree. It was little bit far from the lake but it still has beautiful scenery.</p> <p>Then, my father prepared the tent and other equipments while my mother prepared the cooking and eating utensils. She asked me and my brother to take our fishing rods and go fishing in a lake below the hill. My brother and I got three fish. We came to mother and she cooked it for our lunch.</p> <p>In the evening, my father made a camp-fire near the tent. My brother and I helped mother to prepare our dinner. After having a dinner, we sang many songs together as my father played the guitar. At night, we slept inside the tent. It was a wonderful experience for me because it was the first time for me sleeping inside the tent.</p>
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	dan <i>recount</i>		<p>sleep-slept</p> <p>wake-woke</p> <p>walk-walked</p> <p>- Noun:</p> <p>Hill</p> <p>Car</p> <p>Scenery</p> <p>Tent</p> <p>Equipment</p> <p>Utensils</p> <p>Camp fire</p> <p>Guitar</p> <p>Fishing rod</p>	<p>menemui paragraf yang sulit. Selain itu siswa juga diminta untuk membaca paragraf sekali dan membaca ulang paragraf tersebut setelah menyelesaikan paragraf dibawahnya.</p> <p>- Recite Pada tahap ini, siswa diminta untuk menceritakan kembali teks yang mereka baca dengan menggunakan kalimat mereka sendiri didepan kelas.</p> <p>- Review Pada tahap ini siswa diminta untuk me-review kembali text yang mereka baca.</p>	<p>In the morning, we woke up early and walked around the hill to enjoy the environment. The air is very pure and fresh. It made me relax. After walking around the hill, we went home happily. It was a wonderful experience for me and my family.</p> <p><i>Adapted from :</i> http://makalahtugasku.blogspot.com/2013/08/18-contoh-recount-text-bahasa-inggris.html</p>
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 1 Jogonalan
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII /1
Tahun Pelajaran : 2012/2013
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi :

Membaca

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar :

5.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

Indikator :

- 1. Siswa dapat menemukan makna gagasan pada teks *recount*
- 2. Siswa dapat menemukan makna tekstual dalam teks *recount*
- 3. Siswa dapat memahami langkah retorika teks *recount*
- 4. Siswa dapat menemukan tujuan komunikatif teks *recount*
- 5. Siswa dapat menemukan ciri kebahasaan teks *descriptive* dan *recount*

Jenis teks : fungsional teks
Tema : *Travelling*
Aspek/Skill : **reading**

A. Tujuan Pembelajaran

Membaca

Pada akhir pembelajaran siswa dapat mengidentifikasi ciri kebahasaan, gagasan umum dan memahami makna teks *recount* yang terkait dengan kehidupan sehari-hari.

B. Materi Pembelajaran
Recount Text

Travelling

Mr. and Mrs. Charly were on a tour to Europe. They were travelling on a guided tour to five countries. They were going to travel through The Netherland, Belgium, Germany, Switzerland, and France for two weeks.

The guide for the tour was a Swiss. On the day of the travel the guide told them to check their passports, their traveler cheques, and their foreign cash. He told them to keep them safely.

They traveled in a comfortable coach with a toilet, music, and video. The guide stopped the coach at many famous places. He explained the cultural importance of the places. They stayed in big hotels for the night and ate in the restaurants.

On the way, they stopped at small inns to eat lunch. In big towns, they went for shopping. They bought many souvenirs for their friends. They enjoyed the two-week tour.

C. Metode Pembelajaran:

SQ3R Technique

- Survey
- Question
- Read
- Recite
- Review

D. Langkah Pembelajaran
Kegiatan Pembelajaran
Kegiatan Pendahuluan (10 menit):

No	Activities	Teacher’s Language
1	Greeting	<i>Good morning, class.</i>
2	Guru bertanya tentang keadaan siswa	<i>How are you today?</i>
3	Memimpin doa	<i>Before starting our lesson today, let’s say a prayer. Prayer, do.</i>
4	Mengecek kehadiran	<i>Is there anyone absent today?</i>
5	Reviewing last material	<i>Let’s review our lesson yesterday. What have we talked? What is ... ?</i>

Kegiatan Inti
Using SQ3R Technique (40 menit)

No.	Tahapan dalam teknik SQ3R	Aktivitas
1.	Survey	Sebelum membaca teks, siswa diarahkan untuk mensurvei teks dengan cara melihat: <ul style="list-style-type: none">▪ Judul text▪ Gambar atau diagram (bila ada)▪ Membaca paragraf paling awal dan paragraf paling akhir▪ Membuat kesimpulan mengenai teks apa yang akan mereka baca.
2.	Question	Setelah tahap <i>survey</i> , pada tahap ini siswa dibimbing untuk membuat pertanyaan dari judul yang mereka baca. Pertanyaan dapat berupa ‘kira-kira teks ini bercerita tentang apa’ dan ‘hal apa saja yang sudah saya ketahui mengenai teks ini.’
3.	Read	Pada tahap ini, siswa diminta untuk membaca teks secara keseluruhan dan mencoba menjawab pertanyaan yang dibuat pada tahap <i>question</i> . Siswa diminta untuk berhenti dan membaca ulang kata / kalimat yang sulit untuk dimengerti dan mengurangi kecepatan membaca pada saat mereka menemui kata / kalimat yang sulit. Selain itu siswa juga diminta untuk membaca paragraf sekali dan membaca ulang paragraf tersebut setelah menyelesaikan paragraf selanjutnya.
4.	Recite	Pada tahap ini siswa diminta untuk menjawab secara lisan pertanyaan yang telah dbuat. Lalu siswa diminta untuk menceritakan kembali teks yang mereka baca dengan menggunakan kalimat mereka sendiri sesuai dengan apa yang mereka dapat pada tahap <i>read</i> .
5.	Review	Pada tahap ini siswa diminta untuk me-review kembali text yang mereka baca.

Kegiatan Akhir (5 menit) :

No	Activities	Teacher’s language
1	Guru mengulas materi ajar	<i>I think we’ll stop now. You’ve had enough practice at that.</i>
2	Guru memberikan pekerjaan rumah	<i>Later, in your home, do exercise page 18 and 19 for your homework .</i>

3	Guru memberi pesan-pesan	<i>Don't forget to study hard class.</i>
4	Leave-taking	<i>Thank you, good bye.</i>

E. Sumber Belajar dan Media

- 1. Teks yang relevan
- 2. Media :
 - White board and Board Marker

F. Penilaian

- 1. Teknik : Membaca
- 2. Bentuk : Individual
- 3. Instrument : Recount text

Students' worksheet

Name :

Class :

Travelling

Mr. and Mrs. Charly were on a tour to Europe. They were travelling on a guided tour to five countries. They were going to travel through The Netherland, Belgium, Germany, Switzerland, and France for two weeks.

The guide for the tour was a Swiss. On the day of the travel the guide told them to check their passports, their traveler cheques, and their foreign cash. He told them to keep them safely.

They traveled in a comfortable coach with a toilet, music, and video. The guide stopped the coach at many famous places. He explained the cultural importance of the places. They stayed in big hotels for the night and ate in the restaurants.

On the way, they stopped at small inns to eat lunch. In big towns, they went for shopping. They bought many souvenirs for their friends. They enjoyed the two-week tour.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 1 Jogonalan
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII / 1
Tahun Pelajaran : 2012/2013
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi :

Membaca

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar :

- 5.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

Indikator :

- 6. Siswa dapat menemukan makna gagasan pada teks *recount*
- 7. Siswa dapat menemukan makna tekstual dalam teks *recount*
- 8. Siswa dapat memahami langkah retorika teks *recount*
- 9. Siswa dapat menemukan tujuan komunikatif teks *recount*
- 10. Siswa dapat menemukan ciri kebahasaan teks *descriptive* dan *recount*

Jenis teks : fungsional teks
Tema : *An Unforgettable Trip to Bromo*
Aspek/Skill : **reading**

E. Tujuan Pembelajaran

Membaca

Pada akhir pembelajaran siswa dapat mengidentifikasi ciri kebahasaan, gagasan umum dan memahami makna teks *recount* yang terkait dengan kehidupan sehari-hari.

F. Materi Pembelajaran
Recount text

AN UNFORGETTABLE TRIP TO BROMO

Last holiday, my friends and I decided to go to Bromo,We left from Semarang in the afternoon, After a very long and tiring trip, we finally arrived in Probolinggo,we arrived at the hotel at 2 p.m.and, as soon as possible, were ready for our trip to the mountain.

Driving on our 1997 Suzuki Carry,we climbed Penanjakan hill to enjoy the sunrise. It was amazing. From Penanjakan ,we left for Bromo. during our trip a horrible thing happened. Although Bromo is lower than Penanjakan, our trip proved to be very difficult .While our car was slowly climbing the mountain, it suddenly stuck on a steep road. It slowly moved backward. We quickly jumped out of the car.

The driver asked us to push the car and we did so accordingly. We pushed the car but the engine couldn't start. Finally, we were too tired to push. We stopped and leaned our backs to the car to stop it sliding backward. It was horrible. All of us were desperate. After thirty minutes, the engine worked again. I thought that it was an overheat problem. We cried in happiness. Then we continued our journey.

G. Metode Pembelajaran:

SQ3R Technique

- Survey
- Question
- Read
- Recite
- Review

H. Langkah Pembelajaran
Kegiatan Pembelajaran
Kegiatan Pendahuluan (10 menit):

No	Activities	Teacher's Language
1	Greeting	Good morning, class.
2	Guru bertanya tentang keadaan siswa	How are you today?
3	Memimpin doa	Before starting our lesson today, let's say a prayer. Prayer, do.
4	Mengecek kehadiran	Is there anyone absent today?

5	Reviewing last material	<i>Let's review our lesson yesterday. What have we talked? What is ... ?</i>
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Kegiatan Inti
Using SQ3R Technique (40 menit)

No.	Tahapan dalam teknik SQ3R	Aktivitas
1.	Survey	Sebelum membaca teks, siswa diarahkan untuk mensurvei teks dengan cara melihat: <ul style="list-style-type: none">▪ Judul text▪ Gambar atau diagram (bila ada)▪ Membaca paragraf paling awal dan paragraf paling akhir▪ Membuat kesimpulan mengenai teks apa yang akan mereka baca.
2.	Question	Setelah tahap <i>survey</i> , pada tahap ini siswa dibimbing untuk membuat pertanyaan dari judul yang mereka baca. Pertanyaan dapat berupa ‘kira-kira teks ini bercerita tentang apa’ dan ‘hal apa saja yang sudah saya ketahui mengenai teks ini.’
3.	Read	Pada tahap ini, siswa diminta untuk membaca teks secara keseluruhan dan mencoba menjawab pertanyaan yang dibuat pada tahap <i>question</i> . Siswa diminta untuk berhenti dan membaca ulang kata / kalimat yang sulit untuk dimengerti dan mengurangi kecepatan membaca pada saat mereka menemui kata / kalimat yang sulit. Selain itu siswa juga diminta untuk membaca paragraf sekali dan membaca ulang paragraf tersebut setelah menyelesaikan paragraf selanjutnya.
4.	Recite	Pada tahap ini siswa diminta untuk menjawab secara lisan pertanyaan yang telah dbuat. Lalu siswa diminta untuk menceritakan kembali teks yang mereka baca dengan menggunakan kalimat mereka sendiri sesuai dengan apa yang mereka dapat pada tahap <i>read</i> .
5.	Review	Pada tahap ini siswa diminta untuk <i>me-review</i> kembali text yang mereka baca.

Kegiatan Akhir (5 menit) :

No	Activities	Teacher's language
1	Guru mengulas materi ajar	<i>I think we'll stop now. You've had enough practice at that.</i>
2	Guru memberikan pekerjaan rumah	<i>Later, in your home, do exercise page 18 and 19 for your homework .</i>
3	Guru memberi pesan-pesan	<i>Don't forget to study hard class.</i>
4	Leave-taking	<i>Thank you, good bye.</i>

E. Sumber Belajar dan Media

- 1. Teks yang relevan
- 3. Media :
 - White board and Board Marker

F. Penilaian

- 1. Teknik : Membaca
- 2. Bentuk : Individual
- 3. Instrument : Recount text

Students' worksheet

Name :

Class :

AN UNFORGETTABLE TRIP TO BROMO

Last holiday, my friends and I decided to go to Bromo, We left from Semarang in the afternoon, After a very long and tiring trip, we finally arrived in Probolinggo, we arrived at the hotel at 2 p.m. and, as soon as possible, were ready for our trip to the mountain.

Driving on our 1997 Suzuki Carry, we climbed Penanjakan hill to enjoy the sunrise. It was amazing. From Penanjakan, we left for Bromo. During our trip a horrible thing happened. Although Bromo is lower than Penanjakan, our trip proved to be very difficult. While our car was slowly climbing the mountain, it suddenly stuck on a steep road. It slowly moved backward. We quickly jumped out of the car.

The driver asked us to push the car and we did so accordingly. We pushed the car but the engine couldn't start. Finally, we were too tired to push. We stopped and leaned our backs to the car to stop it sliding backward. It was horrible. All of us were desperate. After thirty minutes, the engine worked again. I thought that it was an overheat problem. We cried in happiness. Then we continued our journey.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 1 Jogonalan
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII /1
Tahun Pelajaran : 2012/2013
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi :

Membaca

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar :

5.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

Indikator :

- 11. Siswa dapat menemukan makna gagasan pada teks *recount*
- 12. Siswa dapat menemukan makna tekstual dalam teks *recount*
- 13. Siswa dapat memahami langkah retorika teks *recount*
- 14. Siswa dapat menemukan tujuan komunikatif teks *recount*
- 15. Siswa dapat menemukan ciri kebahasaan teks *descriptive* dan *recount*

Jenis teks : fungsional teks
Tema : *Travelling*
Aspek/Skill : **reading**

I. Tujuan Pembelajaran

Membaca

Pada akhir pembelajaran siswa dapat mengidentifikasi ciri kebahasaan, gagasan umum dan memahami makna teks *recount* yang terkait dengan kehidupan sehari-hari.

J. Materi Pembelajaran
Recount Text

MY HOLIDAY IN BALI

When I was 2nd grade of senior high school, my friends and I went to Bali. We spent our holiday there for three days. We got many unforgettable experiences during the holiday.

On the first day, we visited Sanur Beach in the morning. We watched a beautiful sunrise together. It was the most beautiful scenery we ever had. Then, we went to Tanah Lot, a large offshore rock with a temple on the top. In Tanah Lot, we took many pictures due to its beautiful scenery.

Second day, we enjoyed the day at Tanjung Benoa beach. We played so many water sports such as banana boat, Jet Ski, speedboat, etc. We also visited Penyu Island to see many unique animals. They were turtles, snakes, and see birds. We were very happy. In the afternoon, we went to Kuta Beach to see an amazing sunset.

On the last day, we went to Sangeh. It is a forest which is inhabited by many monkeys. We made a close interaction with them. We were not afraid to them because they were tame monkeys. After that, we visited Joger and Pasar Sukowati to buy some souvenirs.

My Holiday in Bali was an unforgettable holiday.

Adapted from : <http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html>

K. Metode Pembelajaran:

SQ3R Technique

- Survey
- Question
- Read
- Recite
- Review

L. Langkah Pembelajaran
Kegiatan Pembelajaran
Kegiatan Pendahuluan (10 menit):

No	Activities	Teacher’s Language
1	Greeting	<i>Good morning, class.</i>
2	Guru bertanya tentang keadaan siswa	<i>How are you today?</i>
3	Memimpin doa	<i>Before starting our lesson today, let’s say a prayer. Prayer, do.</i>
4	Mengecek kehadiran	<i>Is there anyone absent today?</i>
5	Reviewing last material	<i>Let’s review our lesson yesterday. What have we talked? What is ... ?</i>

Kegiatan Inti
Using SQ3R Technique (40 menit)

No.	Tahapan dalam teknik SQ3R	Aktivitas
1.	Survey	Sebelum membaca teks, siswa diarahkan untuk mensurvei teks dengan cara melihat: <ul style="list-style-type: none">▪ Judul text▪ Gambar atau diagram (bila ada)▪ Membaca paragraf paling awal dan paragraf paling akhir▪ Membuat kesimpulan mengenai teks apa yang akan mereka baca.
2.	Question	Setelah tahap <i>survey</i> , pada tahap ini siswa dibimbing untuk membuat pertanyaan dari judul yang mereka baca. Pertanyaan dapat berupa ‘kira-kira teks ini bercerita tentang apa’ dan ‘hal apa saja yang sudah saya ketahui mengenai teks ini.’
3.	Read	Pada tahap ini, siswa diminta untuk membaca teks secara keseluruhan dan mencoba menjawab pertanyaan yang dibuat pada tahap <i>question</i> . Siswa diminta untuk berhenti dan membaca ulang kata / kalimat yang sulit untuk dimengerti dan mengurangi kecepatan membaca pada saat mereka menemui kata / kalimat yang sulit. Selain itu siswa juga diminta untuk membaca paragraf sekali dan membaca ulang paragraf tersebut setelah menyelesaikan paragraf selanjutnya.
4.	Recite	Pada tahap ini siswa diminta untuk menjawab secara lisan pertanyaan yang telah dbuat. Lalu siswa diminta untuk menceritakan kembali teks yang mereka baca dengan menggunakan kalimat mereka sendiri sesuai dengan apa yang mereka dapat pada tahap <i>read</i> .
5.	Review	Pada tahap ini siswa diminta untuk <i>me-review</i> kembali text yang mereka baca.

Kegiatan Akhir (5 menit) :

No	Activities	Teacher’s language
1	Guru mengulas materi ajar	<i>I think we’ll stop now. You’ve had enough practice at that.</i>

2	Guru memberikan pekerjaan rumah	<i>Later, in your home, do exercise page 18 and 19 for your homework .</i>
3	Guru memberi pesan-pesan	<i>Don't forget to study hard class.</i>
4	Leave-taking	<i>Thank you, good bye.</i>

E. Sumber Belajar dan Media

- 1. Teks yang relevan
- 4. Media :
 - White board and Board Marker

F. Penilaian

- 1. Teknik : Membaca
- 2. Bentuk : Individual
- 3. Instrument : Recount text

Students' worksheet

Name :

Class :

MY HOLIDAY IN BALI

When I was 2nd grade of senior high school, my friends and I went to Bali. We spent our holiday there for three days. We got many unforgettable experiences during the holiday.

On the first day, we visited Sanur Beach in the morning. We watched a beautiful sunrise together. It was the most beautiful scenery we ever had. Then, we went to Tanah Lot, a large offshore rock with a temple on the top. In Tanah Lot, we took many pictures due to its beautiful scenery.

Second day, we enjoyed the day at Tanjung Benoa beach. We played so many water sports such as banana boat, Jet Ski, speedboat, etc. We also visited Penyu Island to see many unique animals. They were turtles, snakes, and see birds. We were very happy. In the afternoon, we went to Kuta Beach to see an amazing sunset.

On the last day, we went to Sangeh. It is a forest which is inhabited by many monkeys. We made a close interaction with them. We were not afraid to them because they were tame monkeys. After that, we visited Joger and Pasar Sukowati to buy some souvenirs.

My Holiday in Bali was an unforgettable holiday.

Adapted from : <http://www.englishindo.com/2014/03/contoh-recount-text-tentang-holiday.html>

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP Negeri 1 Jogonalan
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII /1
Tahun Pelajaran : 2012/2013
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi :

Membaca

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar :

5.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

Indikator :

- 16. Siswa dapat menemukan makna gagasan pada teks *recount*
- 17. Siswa dapat menemukan makna tekstual dalam teks *recount*
- 18. Siswa dapat memahami langkah retorika teks *recount*
- 19. Siswa dapat menemukan tujuan komunikatif teks *recount*
- 20. Siswa dapat menemukan ciri kebahasaan teks *descriptive* dan *recount*

Jenis teks : fungsional teks
Tema : *Travelling*
Aspek/Skill : **reading**

M. Tujuan Pembelajaran

Membaca

Pada akhir pembelajaran siswa dapat mengidentifikasi ciri kebahasaan, gagasan umum dan memahami makna teks *recount* yang terkait dengan kehidupan sehari-hari.

N. Materi Pembelajaran
Recount Text

FAMILY CAMPING

Last holiday, my family and I decided to go camping on a hill in Guci, Tegal. We went there by a car. When arrived at the hill, we went to find a camping site near the lake below the hill. Unfortunately, there were many campers had set up their tents near the lake. We decided to find another site to set up the tents. Finally, we found a good site near the big tree. It was little bit far from the lake but it still has beautiful scenery.

Then, my father prepared the tent and other equipments while my mother prepared the cooking and eating utensils. She asked me and my brother to take our fishing rods and go fishing in a lake below the hill. My brother and I got three fish. We came to mother and she cooked it for our lunch.

In the evening, my father made a camp-fire near the tent. My brother and I helped mother to prepare our dinner. After having a dinner, we sang many songs together as my father played the guitar. At night, we slept inside the tent. It was a wonderful experience for me because it was the first time for me sleeping inside the tent.

In the morning, we woke up early and walked around the hill to enjoy the environment. The air is very pure and fresh. It made me relax. After walking around the hill, we went home happily. It was a wonderful experience for me and my family.

Adapted from : <http://makalahtugasku.blogspot.com/2013/08/18-contoh-recount-text-bahasa-inggris.html>

O. Metode Pembelajaran:

SQ3R Technique

- Survey
- Question
- Read
- Recite
- Review

P. Langkah Pembelajaran
Kegiatan Pembelajaran
Kegiatan Pendahuluan (10 menit):

No	Activities	Teacher’s Language
1	Greeting	<i>Good morning, class.</i>
2	Guru bertanya tentang keadaan siswa	<i>How are you today?</i>
3	Memimpin doa	<i>Before starting our lesson today, let’s say a prayer. Prayer, do.</i>
4	Mengecek kehadiran	<i>Is there anyone absent today?</i>

5	Reviewing last material	<i>Let's review our lesson yesterday. What have we talked? What is ... ?</i>
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Kegiatan Inti
Using SQ3R Technique (40 menit)

No.	Tahapan dalam teknik SQ3R	Aktivitas
1.	Survey	Sebelum membaca teks, siswa diarahkan untuk mensurvei teks dengan cara melihat: <ul style="list-style-type: none">▪ Judul text▪ Gambar atau diagram (bila ada)▪ Membaca paragraf paling awal dan paragraf paling akhir▪ Membuat kesimpulan mengenai teks apa yang akan mereka baca.
2.	Question	Setelah tahap <i>survey</i> , pada tahap ini siswa dibimbing untuk membuat pertanyaan dari judul yang mereka baca. Pertanyaan dapat berupa ‘kira-kira teks ini bercerita tentang apa’ dan ‘hal apa saja yang sudah saya ketahui mengenai teks ini.’
3.	Read	Pada tahap ini, siswa diminta untuk membaca teks secara keseluruhan dan mencoba menjawab pertanyaan yang dibuat pada tahap <i>question</i> . Siswa diminta untuk berhenti dan membaca ulang kata / kalimat yang sulit untuk dimengerti dan mengurangi kecepatan membaca pada saat mereka menemui kata / kalimat yang sulit. Selain itu siswa juga diminta untuk membaca paragraf sekali dan membaca ulang paragraf tersebut setelah menyelesaikan paragraf selanjutnya.
4.	Recite	Pada tahap ini siswa diminta untuk menjawab secara lisan pertanyaan yang telah dbuat. Lalu siswa diminta untuk menceritakan kembali teks yang mereka baca dengan menggunakan kalimat mereka sendiri sesuai dengan apa yang mereka dapat pada tahap <i>read</i> .
5.	Review	Pada tahap ini siswa diminta untuk <i>me-review</i> kembali text yang mereka baca.

Kegiatan Akhir (5 menit) :

No	Activities	Teacher's language
1	Guru mengulas materi ajar	<i>I think we'll stop now. You've had enough practice at that.</i>
2	Guru memberikan pekerjaan rumah	<i>Later, in your home, do exercise page 18 and 19 for your homework .</i>
3	Guru memberi pesan-pesan	<i>Don't forget to study hard class.</i>
4	Leave-taking	<i>Thank you, good bye.</i>

E. Sumber Belajar dan Media

- 1. Teks yang relevan
- 5. Media :
 - White board and Board Marker

F. Penilaian

- 1. Teknik : Membaca
- 2. Bentuk : Individual
- 3. Instrument : Recount text

Students' worksheet

Name :

Class :

FAMILY CAMPING

Last holiday, my family and I decided to go camping on a hill in Guci, Tegal. We went there by a car. When arrived at the hill, we went to find a camping site near the lake below the hill. Unfortunately, there were many campers had set up their tents near the lake. We decided to find another site to set up the tents. Finally, we found a good site near the big tree. It was little bit far from the lake but it still has beautiful scenery.

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In the evening, my father made a camp-fire near the tent. My brother and I helped mother to prepare our dinner. After having a dinner, we sang many songs together as my father played the guitar. At night, we slept inside the tent. It was a wonderful experience for me because it was the first time for me sleeping inside the tent.

In the morning, we woke up early and walked around the hill to enjoy the environment. The air is very pure and fresh. It made me relax. After walking around the hill, we went home happily. It was a wonderful experience for me and my family.

Adapted from : <http://makalahtugasku.blogspot.com/2013/08/18-contoh-recount-text-bahasa-inggris.html>

7

PHOTOGRAPHS



The students are writing their questions



The Students are reciting the text in front of the class



The researcher is monitoring the students



The students is conducting the post-test

8

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 2148a/UN.34.12/DT/XI/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

6 Desember 2013

Kepada Yth.
Bupati Klaten
c.q. BAPPEDA Klaten
Jl. Pemuda No. 294 Gedung Pemda II Lt. 2 Klaten

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING THE EIGHTH GRADE STUDENTS' READING SKILLS THROUGH SQ3R TECHNIQUE IN SMP 1 JOGONALAN

Mahasiswa dimaksud adalah :

Nama : ADHITIYA RACHMAN PRASUTIYO
NIM : 08202244055
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Desember 2013 – Januari 2014
Lokasi Penelitian : SMP 1 Jogonalan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMP 1 Jogonalan



PEMERINTAH KABUPATEN KLATEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jl. Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314-318 Faks 328730
 KLATEN 57424

Nomor : 072/64/1/09
 Lampiran : -
 Perihal : Permohonan Ijin Penelitian

Klaten, 17 Januari 2014
 Kepada Yth.
 Ka. SMP 1 Jogonalan Klaten
 Di -

Klaten

Menunjuk Surat dari Dekan Fak. Bahasa dan Seni UNY No. 2148a/UN.34.12/DT/XI/2013 Tgl. 6 Desember 2013 Perihal Permohonan Ijin Penelitian, dengan hormat kami beritahukan bahwa di Wilayah/Instansi Saudara akan dilaksanakan Penelitian oleh:

Nama : Adhitiya Rachman Prasutiyo
 Alamat : Karangmalang, Yogyakarta
 Pekerjaan : Mahasiswa UNY
 Penanggungjawab : Indun Probo Utami, S.E.
 Judul/topik : IMPROVING THE EIGHTH GRADE STUDENTS READING SKILLS THROUGH SQ3R TECHNIQUE IN SMP 1 JOGONALAN
 Jangka Waktu : 3 Bulan (17 Januari s.d 17 April 2014)
 Catatan : Menyerahkan Hasil Penelitian Berupa **Hard Copy** Dan **Soft Copy** Ke Bidang PEPP/Litbang BAPPEDA Kabupaten Klaten

Besar harapan kami, agar berkenan memberikan bantuan seperlunya.

An. BUPATI KLATEN
 Kepala BAPPEDA Kabupaten Klaten
 Ub. Sekretaris



Hari Budiono, SH
 Pembina Tingkat I
 NIP. 19611008 198812 1 001

Tembusan disampaikan Kepada Yth :
 1. Ka. Kantor Kesbangpol Kab. Klaten
 2. Ka. Dinas Pendidikan Kab. Klaten
 3. Yang bersangkutan
 4. Arsip